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# The Metcalfe County Supervisory in Action

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THE METCALFE COUNTY SUPERVISORY PLAN IN ACTION

# 6304

BY

SUE TEMPEST HUME

A THESIS

SUBMITTED IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS FOR THE DEGREE OF  
MASTER OF ARTS

WESTERN KENTUCKY TEACHERS COLLEGE

AUGUST, 1947

Approved:-

Major Professor, Education  
Department of Education  
Minor Professor, English  
Graduate Committee

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## ACKNOWLEDGEMENT

The author wishes to express her sincere appreciation for the valuable guidance and counsel of her sponsor, Dr. Mary I. Cole, Associate Professor Education; to Miss Eva Barton, Elementary Supervisor, Metcalfe County, who gave instintingly of her time in making available complete data concerning her plan of supervision; to Dr. Gordon Wilson for constructive criticism and helpful suggestions; and to Superintendent Wendell Butler for cordial cooperation in furnishing data from his files to make this study possible.

The writer is also indebted to Dr. Lee F. Jones, Head of the Education Department, who aided in initiation of the thesis project.

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CHAPTER I  
PLAN OF STUDY

Selecting the Field of Study.- As a graduate student interested in the education of children the writer felt that her training would be greatly extended and that she would gain knowledge and understanding of what constitutes excellence in classroom teaching by making a study of a specific supervisory program in action. Through conferences with Dr. Lee F. Jones, head of the Department of Education, and Dr. Mary I. Cole, Associate Professor in the Department of Education of Western, the program of supervision in Metcalfe County, Kentucky, seemed an appropriate selection for this type of study because: (1) Western Kentucky Teachers College is closely associated with Metcalfe County through a program of workshops, (2) its proximity to the campus enabled the writer to travel back and forth at minimum expense, time, and effort while gathering data at first hand, (3) the writer's interest in the campus phase of their workshop at Western Kentucky Teachers College during the summer of 1946, and (4) the writer, while visiting the Metcalfe County schools in the winter of 1946-47, was impressed with the report of progress made during the first two years of supervision in the county. It was this visitation which served as the first interest in a program of supervision in action as a thesis study.

The writer talked with Metcalfe county superintendent, Wendell P. Butler, and supervisor, Miss Eva Barton, and found they were cordially willing to cooperate by giving access to records on file in their offices and by giving time for personal conferences. Dr. Cole was assigned as sponsor of the study because of her direct work with the

county through the afore mentioned workshops.

In Metcalfe County the administrative officials have their offices in the Education Building at Edmonton, the county seat, which also houses certain other county offices. A picture of the Education Building is shown on page 6.

The Administrative Officers of Metcalfe County are:

Superintendent - Wendell P. Butler

Supervisor - Miss Eva Barton

Attendance Officer - Earl Harvey

Secretary to the Superintendent - Miss Alyne Whitlow

Aim of the Study.- The writer's aim is to furnish a guide for students studying supervision so that they may see the practical side of a supervisory plan in action.

Scope of the Study.- This is a study of the actual program of supervision used by Miss Eva Barton, Supervisor of Metcalfe County Schools during the two years 1945-47. The schools included in her supervisory work are four consolidated elementary schools, 43 one-teacher (white) schools, and 6 one-teacher (colored) schools. Records show that 1,969 children are enrolled in these 53 elementary schools and that they are taught by 63 teachers. The elementary schools include work from grade one through grade eight.

Since the program of supervision does not function in the high schools except upon request, and this infrequently, only education at the elementary level is treated in this study.

Method of Procedure.- The method of procedure was to collect data based upon: (1) consultations with the supervisor, superintendent, and



many classroom teachers, (2) records in the administrative offices, (3) reports turned in by classroom teachers, and (4) visitations while the schools were in session in December, 1946, and July, 1947.

The writer resided in Edmonton during the month of May and parts of June and July, working in the administrative offices extensively. Superintendent Butler and Miss Barton assigned the writer space in the supervisor's office and made material, equipment, and records in their offices available for the study.

During these weeks of residence in Edmonton it was possible for the writer to interview and work daily with each of the administrative officers and with many of the classroom teachers. The writer talked with every teacher who visited the office as well as observing all the teachers by visitations with Miss Barton during the afore mentioned months.

Source of Data.- The sources of material gathered for this study include: (1) reports by Miss Barton of the supervisory activities of which she made use in carrying on the Metcalfe County supervisory program, (2) access to her supervisory letters sent to teachers during the two-year period, (3) school records on file in the offices of the superintendent, supervisor, and attendance officer, (4) questionnaire sent to teachers, the findings of which are described in Chapter VII, (5) notes based upon classroom visitations by the writer, (6) conversations with teachers in the office, (7) attendance at all types of teachers' meetings, including sessions of the Planning Council (reported in Chapter IV, page 33 ), (8) observing actual teaching in the schools, (9) sitting in during interviews which Miss Barton held with individual teachers, (10) supervisory bulletins, (11) professional books, and

(12) periodicals.

Definition of Terms.<sup>1</sup>

Supervision is that phase of administrative work that helps the classroom teacher do better those essential things she is going to do some way.

Method is the mental procedure of the learner in mastering any form of subject matter that is presented to him.

Technique is the skill of the teacher in carrying on the actual teaching.

Device is any means other than the subject matter employed by the teacher in presenting the subject matter to the mind of the learner.

Presentation of Data.- It is the plan of this study to present an accurate picture of the work done by Miss Barton in her effort, through supervision, to establish for the rural schools of the county increasingly effective teaching. The writer hopes that from this study other counties may through comparing their program gain suggestions which will aid in their development.

Development of the Study.- The development of the study is treated as follows: (1) the background for this study is discussed in Chapter II, giving the progress of rural school supervision in the United States and its growth and development in Kentucky and in Metcalfe County, (2) such tabular data as training and experience of teachers, teacher certificates, salary, and enrollment per teacher are presented in Chapter III, (3) the supervisory program in action is described in detail in Chapters IV, V, and VI, (4) a questionnaire is analyzed through teacher

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reaction to the various supervisory activities in Chapter VII, and evaluation of a supervisory program including a self-evaluating chart for supervisors is given in part II, and (5) generalizations made for the present program with certain suggestions set up for future attainment in the supervisory plan of Metcalfe County are to be found in Chapter VIII. A bibliography is included which lists studies dealing with the various phases of supervision treated in this study.

Reliability of the Study.- The claim for reliability of this study is based upon the fact that the writer got her information at first hand through living in Edmonton and, therefore, having access to school records and opportunity to interview the people concerned with education in Metcalfe County.



Picture of Education Building

CHAPTER II

SUPERVISION IN THE AMERICAN SCENE

It will be of value to trace briefly the origin and development of rural school supervision in the United States and the improving of rural supervision in Kentucky and in Metcalfe County, because it will give a background in interpreting the progress of the supervisory program described in this study.

A Brief History of Rural School Supervision in the United States.-

The idea of supervision goes back nearly a hundred years. In the beginning this function was considered the work of the school board, but gradually such functions have been delegated to smaller and smaller units until they have finally been delegated to paid officers, the superintendents, and, in the last quarter of the 19th century, to supervisors.

Cubberly,<sup>1</sup> Suzzallo,<sup>2</sup> and Cook and Monahan<sup>3</sup> have traced this transfer of power from the people to special representatives in the schools. In Massachusetts the authority was first vested in the town itself, then was delegated to the selectmen, and in 1789 to the school committee, who later selected one of their own body as supervisor of common schools. Eventually this committee was permitted to engage for this work someone not a member of the committee.

The first step making possible professional supervision for rural

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<sup>1</sup> Ellwood P. Cubberly, State School Administration (Boston, Houghton Mifflin Company, 1927) Chapters 6, 8, & 9.

<sup>2</sup> Henry Suzzallo, The Rise of Local School Supervision in Massachusetts, Contributions to Education, No. 3 (New York, Bureau of Publications, Teacher College, Columbia University, 1906).

<sup>3</sup> Katherine M. Cook & A. C. Monahan, Rural School Supervision, U.S. Bureau of Education Bulletin (Washington, D. C., U.S. Government Printing Office, 1918:48), p. 78.

communities was taken in 1888, when a law was passed in Massachusetts providing for supervision in smaller towns and permitting them to join in sufficiently large numbers to engage a supervisor to devote all his time to the schools.<sup>4</sup>

The idea of state supervision and the office of state superintendent had developed rapidly during these decades, in fact, much more rapidly than that of rural or city supervision. Cole<sup>5</sup> points out that the spread was from the cities, and that the ideas filtered into the rural areas.

The origin and growth of the idea of local supervision for county and township schools is more difficult to trace than that of state or city. It began, as was stated, in Massachusetts with the committee. Its earliest attempts were confined to the management of funds and other material services. Later came the idea of visitation and even the examination of teachers and pupils. The almost literal adoption of the duties of the early committees by later township and county supervisors shows the evolution of the office.

New York led the way in 1814, providing inspectors of common schools in each township. As early as 1824, civil commissioners in Missouri were required to appoint "visitors to the schools once in three months to examine teachers, grant licenses, and exercise general supervisory powers."<sup>6</sup> These places, ten years later, were taken by three trustees with similar duties. In 1825, 1827, 1828, 1829, 1834, 1839, respectively, Ohio, Vermont,

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<sup>4</sup> Suzzallo, op. cit., p. 2.

<sup>5</sup> William E. Cole, Status of Rural Supervisors of Instruction in the United States (Ithaca, New York, 1930), p. 1.

<sup>6</sup> Cook and Monahan, op. cit., p. 12, Cite Boone, Education in the United States.

New Hampshire, Michigan, Pennsylvania, and North Carolina passed legislative acts providing for supervisory officers.

These early supervisory officers visited classrooms, took notes, and conferred with individual teachers, and that was the sum total of their supervision. Fortunately, for the supervisor in a modern school system that day is long past.<sup>7</sup>

One of the first definitions to be helpful in pointing out the scope of modern supervision is that of Elliott.<sup>8</sup>

"Supervisory control is concerned with WHAT should be taught, WHEN it should be taught; to WHOM, HOW, and to what PURPOSE."

The old type of supervision has broadened to include a wide program of in-service education and cooperative planning.<sup>9</sup> The following quotations from Barr, Burton, and Brueckner<sup>10</sup> brings the history of supervisory activities up-to-date:

"A distinct trend away from inspection and imposed improvement toward assistance, guidance, and coordination was noted as early as 1925. By 1929, much less of the supervisors' total time was being given to visitation than formerly.

"The trend away from confining supervision to classroom visitation and conference has continued steadily. Actual first-hand contact with the classroom will be important always, but it is not the most economical or effective method for the whole of supervision. Many other functions now share the supervisors' time. The nature of

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<sup>7</sup> Elsie Coleman, "The Supervisory Visit," Educational Leadership, Vol. II, No. 4, Department of Supervision and Curriculum Development, National Education Association, January 1945, p. 164.

<sup>8</sup> E. C. Elliott, City School Supervision (Yonkers-on-Hudson, World Book Company, 1914), p. 12.

<sup>9</sup> A. S. Barr, W. H. Burton, L. J. Brueckner, Supervision, 2nd ed., (New York, D. Appleton-Century Company, Inc., 1947), pp. 17-19.

<sup>10</sup> Ibid., p. 19.

visitation is itself changing. Studies show that scheduled visiting while still necessary has been very sharply reduced. Group conferences for study and attack on common local problems are steadily growing in importance and time consumed. Research was hardly ever included in the earlier studies, whereas today it has greatly increased, particularly in medium-sized and large systems.

"Two significant developments appear in the later studies. The local workshop is rapidly achieving a large place in supervisory programs. The group study of self-defined problems in which all participate and in which leadership may be exercised by any number of the total staff is steadily growing in importance. Participatory cooperative procedures are supplanting the typical imposed techniques of earlier supervision. Supervision increasingly exercises leadership and provides opportunity for leadership to arise; it aids in organizing study programs initiated by teachers, by parent groups, or by any educational worker."

The conception of supervision in 1947 is that of educational leadership. It is appreciative, recognizing and encouraging strengths; it is cooperative, utilizing the leadership ability of all; it is creative, inspiring creativeness in others; it is objective but always human. Above all, ideal supervision exists only as it recognizes the importance of all people as individuals with a rightful place in today's culture.<sup>11</sup>

Improving County Supervision in Kentucky.<sup>12</sup> In 1944 an intensive effort to increase county supervision in Kentucky was initiated by the State Department of Education. Superintendents were encouraged to employ at least one supervisor for each 50 or more classroom teachers. Because a sufficient number of supervisors was not available the superintendents were advised to locate the best elementary classroom teachers and ask them to prepare as helping teachers. They were promised that workshops for

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Lelia A. Taggart and others, Leadership through Supervision, 1946 Yearbook, Association for Supervision and Curriculum Development (Washington, D. C., National Education Association), p. 26.

12

"Report from Kentucky, Cooperation Brings Results," Educational Leadership, Vol. III, No. 1 Department of Supervision and Curriculum Development (Washington, D. C., National Education Association, October 1945), p. 9.



~~college credit at government expense would be provided at which specific~~  
problems confronting helping teachers would be studied.

During the last half of the 1944 spring term such a workshop was held at Eastern Kentucky Teachers College at Richmond. During the first summer term of 1944 Western Kentucky Teachers College conducted a similar workshop for supervisors and helping teachers. In the second summer term a more extensive workshop of this type was held at the University of Kentucky, the staff of which included representatives from each of the five state institutions.

In the spring and summer of 1945 workshops for helping teachers were held on the campus of four of the state colleges. The program of training was not a duplication of that for the 1944 workshop, but was continuous and more extensive. As a result of this intensive work, the number of supervisors employed increased from 20 in the entire state to 78 helping teachers and supervisors in 44 counties in 1945-46.

In the fall of 1944 Mrs. Naomi C. Wilhoit was appointed State Supervisor of Elementary Education. It was her special work to initiate and carry on the program of in-service improvement with the helping teachers and supervisors in the state. Mrs. Wilhoit has been consultant director on the staff of each of the workshops for supervisors held during the summers of 1944 through 1947. During the school year she works directly with helping teachers and supervisors by spending considerable time in each of the cooperating counties.

During the summer of 1946 a highly successful workshop for helping teachers, supervisors, and health coordinators was held for two and one-half weeks in June at Jackson, Kentucky, using the Lees Junior College buildings.

In June of this summer, 1947, a workshop continuing the in-service training of the supervisors and helping teachers was held for two and one-half weeks in London, Kentucky, using the campus of Sue Bennett Junior College.

During each of the four summer workshops scholarships have been provided by the State Department of Education or the county which employed the supervisor. The same helping teachers and supervisors plus new ones go back to the workshop every summer. Under Mrs. Wilhoit's leadership there is a progressive program of improvement. She is the advisor in the program of work at each of these workshops and has maintained a continuous program.

The purpose of the workshops was to augment the training of helping teachers each summer until they reached the qualifications required for a supervisor's certificate. This means holding a master's degree in administration and supervision based upon a special curriculum prescribed by the state.

Miss Barton, although a certified supervisor from the beginning, has voluntarily attended one of the workshops during each of the four summers of the workshop program.

Improving Supervision in Metcalfe County.<sup>13</sup> Metcalfe County was among the first 44 counties which accepted the program of county supervision as suggested by the State Department of Education in 1944. This work was initiated in July of that year by Mr. Herman L. Williams, acting county superintendent (1942-46). Mr. Williams selected Miss Barton, supervising-principal of the Summer Shade Consolidated School for this position. He

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Taken from interviews with Miss Barton and Mr. Williams.

discussed the problem with her, and she, feeling a need for a supervisory program in Metcalfe County, agreed to work as supervisor during July and August, 1944.

During the two months Miss Barton made survey trips to the schools in the county to observe the teacher in his school environment. These visits were not long, for she believed brevity was desirable in the first visit, where teachers were unaccustomed to supervision and likely to become nervous. This preliminary survey was an important step in setting up the program, for in these visits she found the following general conditions in need of improvement: teaching procedures, reading levels, teaching materials, grouping, beautification both inside and out of schools, room arrangement, coordination in the schedules, and school spirit. These conditions plus the manifest eagerness on the part of some of the teachers for help aided her decision in accepting the position as full-time supervisor.

Miss Barton had begun projects in the Summer Shade school that she desired to accomplish before taking the position of county supervisor. Because of this the board of education selected Miss Iera King to take over the duties of supervisor until January, 1945. Miss King attended the workshop mentioned above, at the University of Kentucky during August, 1944.

The plan of supervision in the county has grown rapidly. When Miss Barton began her work, she had a small desk in one corner of the superintendent's office. In November, 1945, the accumulation of materials made it necessary for a separate office. Again in June, 1947, the department had grown beyond the capacity of the one room, and a partition was removed to add a book room to the supervisor's office. In addition to the book room, the walls have been painted a powder-blue, drapes with contrasting colors have been hung, a mirror and new pictures have been added.

A picture of the supervisor's office is shown on page 17.

The Supervisor.- The personal qualifications of Miss Barton are grouped according to experience and academic work.

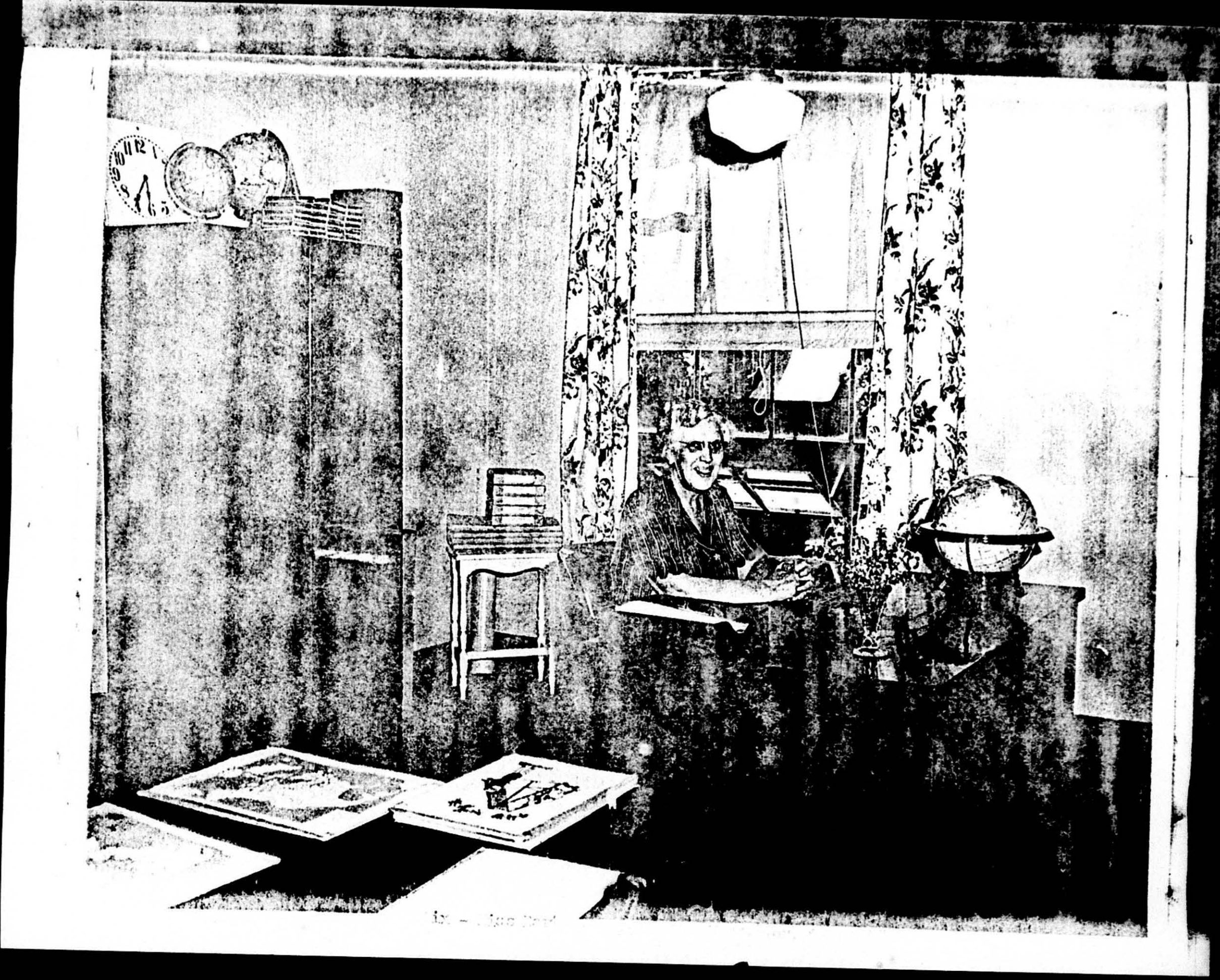
Experience - more than 30 years of teaching, which includes experience in each grade of the elementary school and in most of the areas of study in high school, with more of the time devoted to English and social studies. During part of this time she was principal of a consolidated school.

Academic work - A.B., Western Kentucky Teachers College, 1926; M.A., George Peabody College for Teachers, 1934; additional graduate work, Western Kentucky Teachers College, 1933, 1943; workshops, training in supervision and administration as co-director and participant, summer and fall of 1945, Metcalfe County, and Western Kentucky Teachers College, summer of 1946; and as a supervisor-in-training at the previously mentioned workshops at Jackson and London, Kentucky.

Cooperation of County Superintendent and Board of Education.-

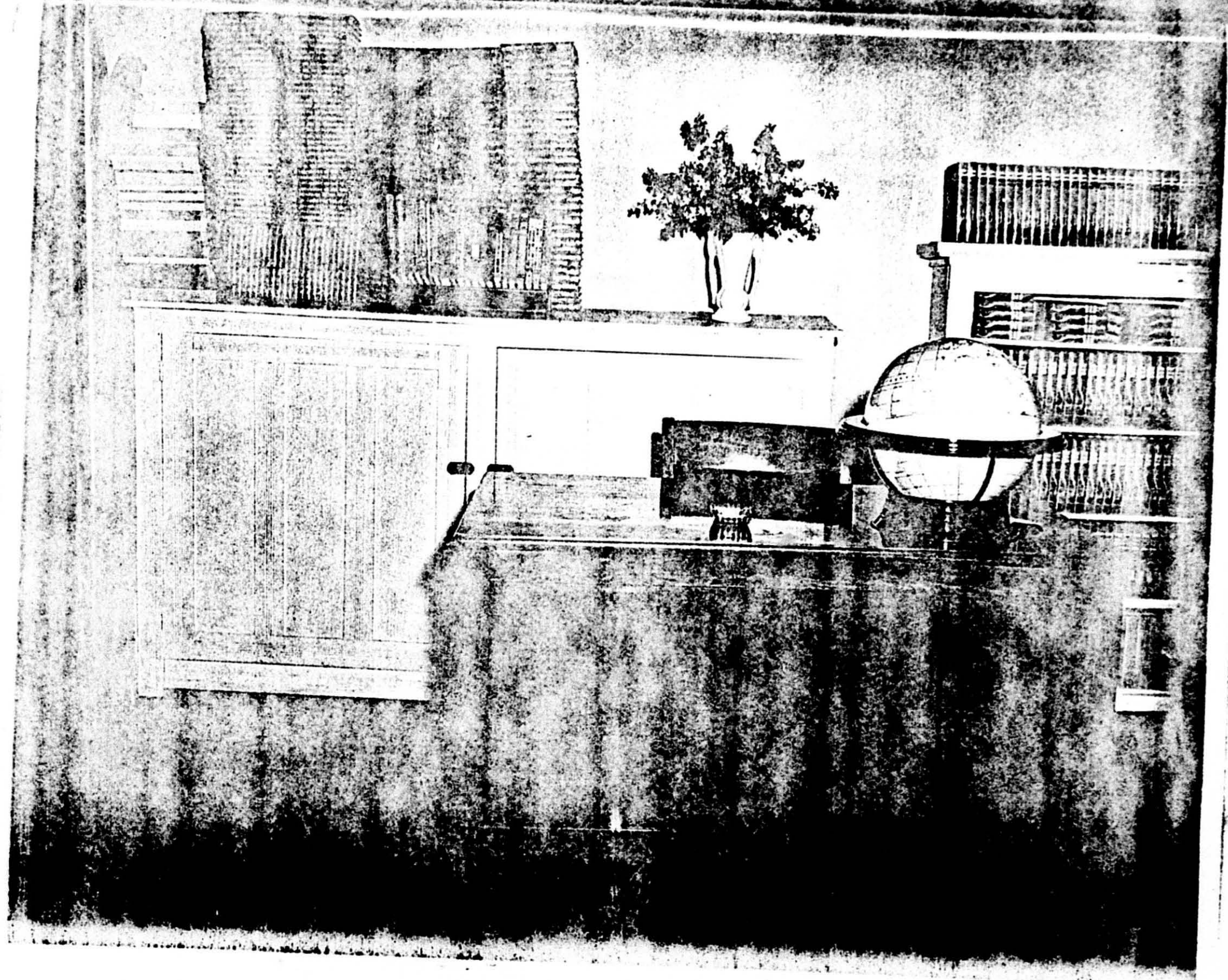
Superintendent Wendell P. Butler returned to Metcalfe County Education Department in June, 1946, after serving four years in the United States Navy. Superintendent Butler seems to find genuine satisfaction in the supervisory program in the county. He promotes each new venture initiated and participates extensively in its execution.

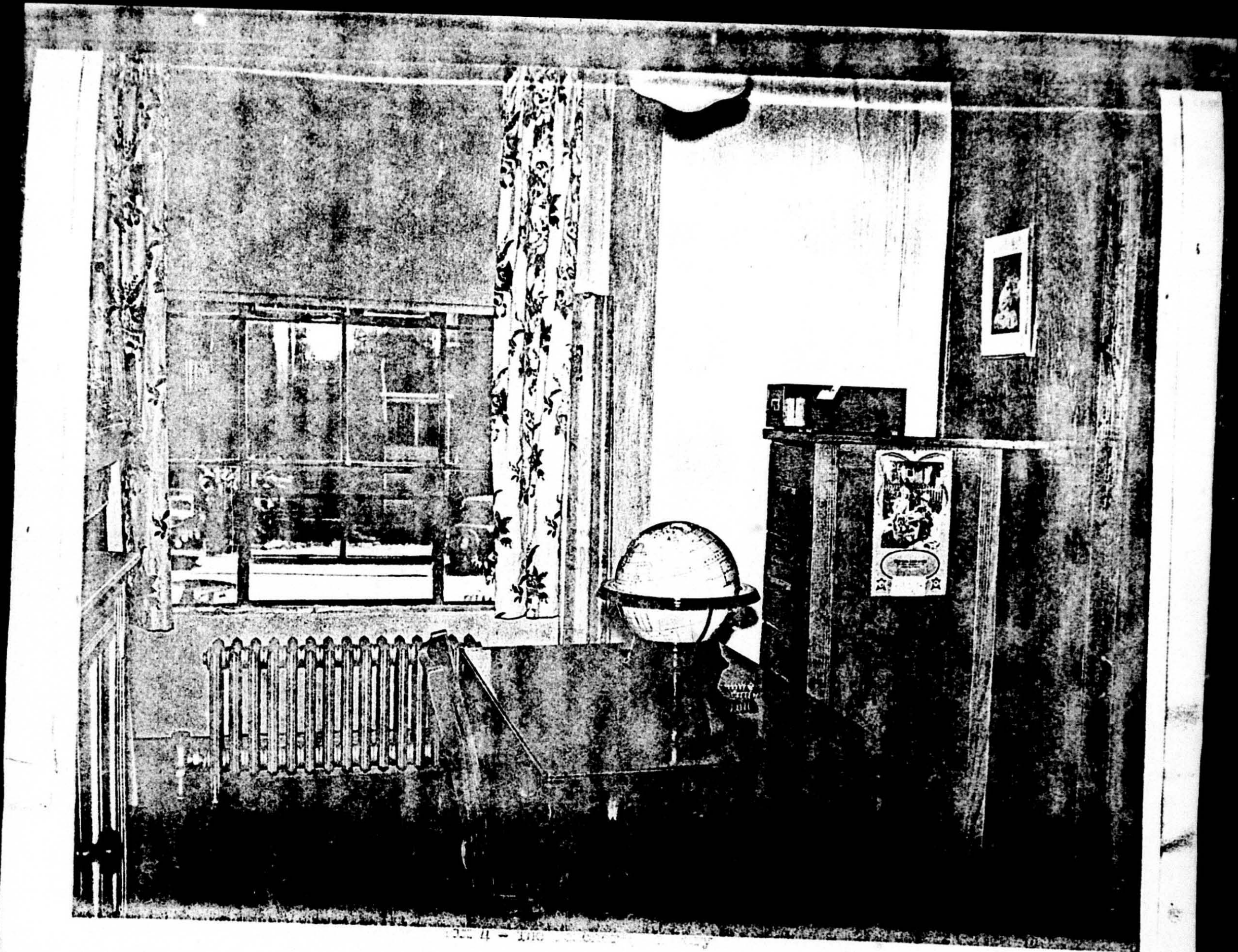
At Superintendent Butler's suggestion the Metcalfe County Board of Education cooperates with the program of supervision by furnishing funds necessary for the purchase of materials and equipment, which enables the county to conduct an effective plan of supervision.



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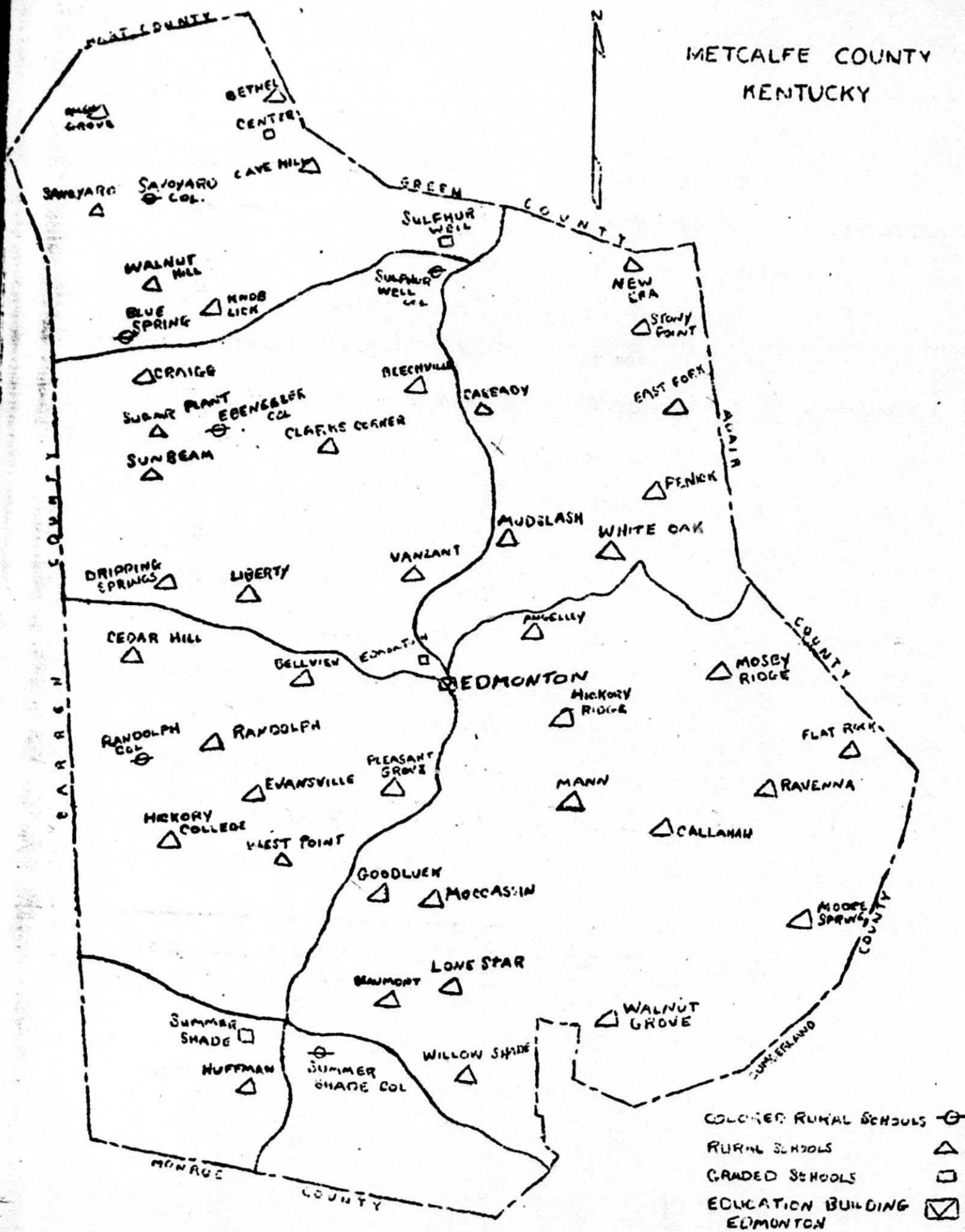








# METCALFE COUNTY KENTUCKY



- COLORED RURAL SCHOOLS ◉
- RURAL SCHOOLS ▲
- GRADED SCHOOLS ◻
- EDUCATION BUILDING EDMONTON ◻

## CHAPTER III

## GENERAL INFORMATION CONCERNING METCALFE COUNTY, KENTUCKY, ITS SCHOOLS, TRAINING, AND EXPERIENCE OF TEACHERS.

Metcalfe County is located in central southern Kentucky in the heart of the eastern Pennyroyal district. The county was the 106th formed in the state and was established in 1860 out of parts of Barren, Green, Adair, Cumberland, and Monroe Counties.<sup>1</sup> It covers an area of about 303 square miles.<sup>2</sup> The county is drained by the upper waters of Little Barren River, Skeggs Creek of Big Barren River, and the headwaters of Marrowbone Creek, a southeastward-flowing tributary of the Cumberland River.<sup>3</sup>

Physically the region is a rolling limestone plateau exhibiting many isolated hills.<sup>4</sup> Edmonton, the county seat, is near the center of the county, 19 miles east of Glasgow, and 20 miles southeast of Cave City. It has an elevation of 800 feet, which is surpassed by low ridges and knobs at an altitude of about 1,000 feet.<sup>5</sup>

The county has every variety of soil, much of the land lies well and is gently rolling, while the southern part is hilly and broken.<sup>6</sup> It is an agricultural county, with tobacco and corn as the leading crops.<sup>7</sup>

On the following page is a map of Metcalfe County showing north and

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<sup>1</sup> Lewis Collins, *History of Kentucky*, Vol. II (Louisville, Ky., John P. Morton & Company, Inc., 1924), p. 629.

<sup>2</sup> Records, Office of County Clerk of Metcalfe County.

<sup>3</sup> Ibid.

<sup>4</sup> Ibid.

<sup>5</sup> Collins, *op. cit.*, p. 629.

<sup>6</sup> Ibid., p. 629.

<sup>7</sup> Ibid., p. 629.

south, east and west outlets, giving county boundaries, and showing the location of the 63 schools in the county, including four consolidated schools, 43 one-teacher (white) schools, and six one-teacher (colored) schools. The four consolidated schools are Edmonton, Summer Shade, Center, and Sulphur Well. The colored schools are located at Savoyard, Blue Spring, Ebenezer, Randolph, and Summer Shade.

As a background concerning the specific supervisory plan in action the following concrete data relating to the teaching personnel is included. However, the writer makes no attempt to analyze these data because the purpose of this thesis is to show a practical supervisory plan in action rather than to investigate statistical data.

#### Discussion of Tables

Table I, page 24. General Information Concerning Metcalfe County, Kentucky, and Its Schools, 1947.

It will be noted that the county has a total number of 63 elementary teachers, 14 in consolidated schools, 43 in one-teacher (white) schools, and six in one-teacher (colored) schools. This table gives the county population, school census, size of county, number of schools, number of teachers, total enrollment in the three types of schools, and the average annual salaries of the 63 elementary teachers.

Table II, page 25. Enrollments Per Teacher In Elementary Schools of Metcalfe County.

This table shows the number of pupils enrolled per teacher in the elementary schools of Metcalfe County. In the consolidated schools the writer has divided the teachers into two groups: (1) primary teachers - including grades 1, 2, and 3, and (2) intermediate teachers - including

grades 4 through 8.

This table shows that five teachers have more than 50 pupils. This fact establishes a need for more teachers, as the state law requires an added teacher when the enrollment of 50 pupils for one teacher is reached.

According to the Association for Supervision and Curriculum Development in their meeting in Chicago in 1947, no less than 25 children should constitute the size of a one-teacher school. There are 15 one-teacher schools with less than 25 children, with three of these being one-teacher colored schools. The Association for Supervision and Curriculum Development recommends that these schools be consolidated for better educational facilities for the children.

Table III, page 26. Monthly Salaries of Teachers in Elementary Schools of Metcalfe County.

The low salaries in comparison with others in the state may be due to the number of emergency certificates, held by approximately one-half of the Metcalfe County teachers.

The salary schedule of the county has a \$90.00 basal pay plus 25 cents per semester hour of training and \$2.00 a year for experience up to five years.

Table IV, page 26. Types of Certificates Held by Elementary School Teachers in Metcalfe County.

This table shows that 31 of the 63 elementary teachers hold emergency certificates, 3 teaching in consolidated schools, 25 in one-teacher (white) schools and three in one-teacher (colored) schools. There are 13 standard elementary certificates, five in consolidated schools, seven in one-teacher (white) schools, and one in one-teacher (colored) schools. The remaining 19 teachers have been issued elementary provisional certificates.

TABLE I  
GENERAL INFORMATION CONCERNING METCALFE COUNTY, KENTUCKY, AND ITS SCHOOLS,  
1947

Total population of county	9,526
School census in county	2,417
Total square miles in the county	303
Number of consolidated schools	4
Number of one-teacher (white) schools	43
Number of one-teacher (colored) schools	6
Total number of teachers in county	63
Number of men teachers	7
Number of women teachers	56
Number of married men teachers	4
Number of married women teachers	41
Number of consolidated school elementary teachers	14
Number of teachers in one-teacher schools (white)	43
Number of teachers in one-teacher schools (colored)	6
Number of emergency teachers	31
Total enrollment in consolidated schools	552
Total enrollment in one-teacher (white) schools	1,281
Total enrollment in one-teacher (colored) schools	136
Average enrollment in one-teacher schools	29
Average annual salary of teachers in consolidated schools	\$117.98
Average annual salary of teachers in one-teacher (white) schools	112.07
Average annual salary of teachers in one-teacher (colored) schools	107.70

TABLE II  
ENROLLMENTS PER TEACHER IN ELEMENTARY SCHOOLS OF METCALFE COUNTY

No. of Pupils Enrolled per Teacher	Consolidated Elementary Teachers		One-Teacher (white)	One-Teacher (colored)	Total
	*P	*I			
62	1				1
58	1				1
54	1				1
53			1		1
52		1			1
48			1		1
47			2		2
46		1			1
45		1			1
44			1		1
41			1		1
40		1	3		4
39	1				1
37			1		1
36	1	1	1	1	4
35			2		2
34		1	1		2
33			1		1
32			2		2
31			4		4
29			1		1
28			2		2
27			4	1	5
26			1		1
25			2	1	3
24		1	1		2
23			2		2
22				1	1
21			2		2
20			2		2
16			1		1
15		1			1
14				1	1
12			2	1	3
11		1	2		3
TOTAL	5	9	43	6	63

\*P - Primary Teachers - Grades one through three.

\*I - Intermediate Teachers - Grades four through eight.

**TABLE III**  
**MONTHLY SALARIES OF TEACHERS IN ELEMENTARY SCHOOLS OF METCALFE COUNTY**

Salary Per Month	Elementary (consolidated) Teachers		One-Teacher (white)	One-Teacher (colored)	Total
	P	I			
\$135-139		1			1
130-134		1	4		5
125-129	1	1	1		3
120-124		1	6	2	9
115-119	2	2	9	1	14
110-114		2	5		7
105-109	1	1	5		7
100-104			4	1	5
95-99			7		7
90-94	1		2	2	5
<b>TOTAL</b>	<b>5</b>	<b>9</b>	<b>43</b>	<b>6</b>	<b>63</b>

**TABLE IV**  
**TYPES OF CERTIFICATES HEID BY ELEMENTARY SCHOOL TEACHERS IN METCALFE COUNTY**

Type of School	Certificate issued by State Board of Education			
	Standard Elementary	Elementary Provisional	Emergency	Total
Consolidated	5	6	3	14
One-Teacher (white)	7	11	25	43
One-Teacher (colored)	1	2	3	6
<b>TOTAL</b>	<b>13</b>	<b>19</b>	<b>31</b>	<b>63</b>

Table V, page 29. Preparation in College Hours of Elementary School Teachers in Metcalfe County.

College training of the teachers is shown in this table. There are only five college graduates among the 63 elementary school teachers. This may be due to low salaries paid in the county and to the fact that most of the teachers are married, with home responsibilities, and have little incentive for further study. However, many of them were enrolled in the workshops provided for them in 1945-46. Others enroll for the spring quarter and first summer term at colleges in the area.

Table VI, page 30. Distribution of Teachers According to Years of College Training.

This table shows that nineteen teachers have one-half year or less of college training. This includes one consolidated elementary school teacher, 15 one-teacher (white) school teachers, and three one-teacher (colored) school teachers.

Table VII, page 30. Distribution of Teachers According to Years of Teaching Experience.

This table displays that 33 of the 63 elementary teachers have from 0 to five years experience. Three one-teacher (white) school teachers have taught from 21 - 25 years.

Table VIII, page 31. Comparison of Number of Years of Teaching Experience with College Training.

Eleven teachers who have taught 0 - 2 years, one is an elementary teacher in a consolidated school with one-half year or less of training; 8 are one-teacher (white) school teachers; 7 with one-half year or less of training and one with  $1\frac{1}{2}$  year of training; 2 are one-teacher (colored) school teachers both with one-half year or less of training. This table



includes 0 to 23 years teaching experience and from one-half year or less to 4 years of college training.

Table IX, page 32. Comparison of Number of Years of Teaching Experience and College Training of 33 Teachers Who Taught in Metcalfe County Prior to Supervision, 1943-44, with their Record Through the 1947-48 School year.

This table gives the comparison of the number of years teaching experience and college training of 33 teachers who taught in Metcalfe County preceding supervision (1943-44) and their record through the 1947-48 school year. Two consolidated-school teachers, 28 one-teacher (white) school teachers, and 3 one-teacher (colored) school teachers have remained in the county during the two years of supervision. In the two years much improvement has been made. Two have received degrees during this period, and twenty-eight of the thirty-three have more college training. This table includes the one-year experience and the college training through 1947.

TABLE V  
PREPARATION IN COLLEGE HOURS OF ELEMENTARY SCHOOL TEACHERS IN METCALFE COUNTY

Total Number Semester Hours	Consolidated Elementary Teachers		One-Teacher (white)	One-Teacher (colored)	Total
	P	I			
130-139		1	2		3
120-129		1	1		2
110-119			1		1
100-109		1		1	2
90-99	1		2		3
80-89		2	3	1	6
70-79	2	2	7	1	12
60-69	1	1	5		7
50-59			2		2
40-49			2		2
30-39	1		2		3
20-29			4	1	5
10-19			5		5
0-9		1	7	2	10
<b>TOTAL</b>	5	9	43	6	63

TABLE VI  
DISTRIBUTION OF TEACHERS ACCORDING TO YEARS OF COLLEGE TRAINING.

Years of Training	Consolidated Elementary Teachers		One-Teacher (white)	One-Teacher (colored)	Total
	P	I			
One-half or less		1	15	3	19
1 year	1		2		3
1½ year			5		5
2 years	3	3	12	1	19
2½ years	1	2	4	1	8
3 years		1	1	1	3
3½ years			1		1
4 years		2	3		5
TOTAL	5	9	43	6	63

TABLE VII  
DISTRIBUTION OF TEACHERS ACCORDING TO YEARS OF TEACHING EXPERIENCE.

Years of Experience	Consolidated Elementary Teachers		One-Teacher (white)	One-Teacher (colored)	Total
	P	I			
0-5	3	3	23	4	33
6-10	1	4	5		10
11-15			11		11
16-20	1	2	1	2	6
21-25			3		3
TOTAL	5	9	43	6	63

TABLE VIII  
COMPARISON OF NUMBER OF YEARS OF TEACHING EXPERIENCE WITH COLLEGE TRAINING

Teaching Experience						College Training																								TOTAL									
						$\frac{1}{2}$ Year or less				1 Year				$1\frac{1}{2}$ Year				2 Years				$2\frac{1}{2}$ Years				3 Years					$3\frac{1}{2}$ Years				4 Years				
No. of Years	*	P	I	W	C	T	P	I	W	C	P	I	W	C	P	I	W	C	P	I	W	C	P	I	W	C	P	I	W	C	P	I	W	C	P	I	W	C	TOTAL
0-2			1	8	2	11	1	7	2				1																									11	
3-5	3	2	15	2	22		6	1	1	1			1	2	1	4			1	1																			22
6-8	1	3	3		7		1						1	1	1	1																							7
9-11		1	4		5		1						1	1																									5
12-14			7		7		1			1					5																								7
15-17			2		2																																		2
18-20	1	2	1	2	6											1	1	1	1	1																			6
21-23			3		3										2																								3
TOTAL	5	9	43	6	63	0	1	16	3	1	0	2	0	0	0	4	0	3	3	12	1	1	2	4	1	0	1	1	1	0	0	1	0	0	2	3	0		63

\*P--Primary Teachers - Grades one through three.

I--Intermediate Teachers - Grades four through eight.

W--One-Teacher (white) School Teachers.

C--One-Teacher (colored) School Teachers.

**TABLE IX**  
**COMPARISON OF NUMBER OF YEARS OF TEACHING EXPERIENCE AND COLLEGE TRAINING**  
**OF 33 TEACHERS WHO TAUGHT IN METCALFE COUNTY PRIOR TO SUPERVISION, 1943-44,**  
**WITH THEIR RECORD THROUGH THE 1947-48 SCHOOL YEAR.**

Name of Teacher <del>One-Teacher Schools</del> <del>(white)</del>	1943-44		1947-48	
	Experience	Training Sem. Hrs.	Experience	Training Sem. Hrs.
Frances Bell	2	16	5	64
James Blaydes	5	94	8	130
Hazel Blevins	5	65	8	70
Edna Cassady	10	64	13	72
Mrs. Robert Church	5	82	8	82
Opal Clark	17	83	20	91
Delphia Coffey	1	8	4	8
Lucille Compton	18	64	21	66
Kate J. Freeman	10	16	13	23
Ida Froedge	19	81	22	89
Herman Gilley	19	69	22	71
Opal Higgason	10	65	13	70
Cora Jones	10	61	13	69
Mary E. Jones	7	69	10	77
Lera King	16	66	19	83
Pauline Miller	12	128	15	128
Adelle Mitchell	10	67	13	69
Clara Moran	17	73	20	81
Mary Nichols	2	84	5	130
Ollie Nichols	1	64	4	74
Vera Page	10	65	13	71
Ruby Pendleton	1	65	4	74
Antha McKinney	8	66	11	92
Ruby Gordon Roberts	5	42	8	50
Joyce Romines	1	65	4	99
Louise Sartin	1	16	4	60
Omie Veluzat	7	40	10	42
Ruth Whitlow	1	0	4	17
<u>Consolidated Schools</u>				
Estelle Forbes	3	128	6	130
Elizabeth Porter	16	90	19	105
<u>One-Teacher Schools</u> <u>(colored)</u>				
Magadeline Bremer	0	16	3	27
Lola Mitchell	16	80	19	80
Wyoming President	15	72	18	80

\*Semester Hours

CHAPTER IV

PART I

of

THE SUPERVISORY PLAN IN ACTION

OFFICE PHASE OF MISS BARTON'S SUPERVISORY PROGRAM

Cooperation is the keynote of any satisfactory supervisory program. It makes no difference whether the scene be urban or rural.<sup>1</sup> To secure this cooperation was the chief aim of Miss Barton when she sought to initiate and organize the plan of supervision for the rural schools of Metcalfe County.

In setting up the program Miss Barton ascertained the problem of what needed to be accomplished in the county by examining the instructional situation as it existed.

Two factors served as a starting point for her supervisory program: (1) there were no data which related to the ability and achievement of pupils or to the cultural or economic background from which they came, and (2) in her afore mentioned two-months' survey by classroom visitations Miss Barton had observed definite needs of each school.

In devising a workable plan to meet the needs the scope of work had to be decided tentatively. The superintendent and supervisor decided that the needs of the elementary schools were so great that they should be considered first, but since she was interested in the total program, high school supervision might be obtained upon request. It was also decided

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<sup>1</sup> "The School and The Changing Pattern of Country Life," Report of the Southern Rural Life Conference (George Peabody College for Teachers, 1913), p. 63.

that it would be a year-around program, even though the school term was by law at that time seven months in length. (Beginning with the year 1947-48 all schools in the state went on an eight-months term, which meant for Metcalfe County, July through February). By giving 12 months to the program she can work with teachers every day, even during vacation. For example, when the writer was working in the supervisor's office in May, 1947, five or more teachers came in every day for help in selecting materials for the next school term.

Miss Barton was given full authority as to the supervisory activities that she would employ and the relative emphasis to be given each. It was essential that she decide what emphasis should be given to a community survey, testing the ability and achievement of pupils, classroom visitation, demonstration teaching, conferences with teachers, teachers' meetings, pupil grouping, in-service training, and curriculum revision.

Miss Barton was concerned with the total teaching program, which meant that she would try new techniques in such things as experimenting with individual differences. She believed that a community survey at the beginning of her work would take too much time from instructional supervision, and since she had been in the educational system of Metcalfe County for over thirty years, she felt that she was cognizant of the cultural and economic background of the children. So in setting up the supervisory program she concentrated on testing and on discovering the definite needs of each school through visitation.

In an agricultural county with an area of 303 square miles where most of the schools are from 10 to 50 miles from the central office, where the telephones are few, and mail is slow, it was necessary to develop a flexible system of supervision. By a flexible program we mean that because

of condition of roads and lack of money the needs of one school will be different from those of another school. Although any program of supervision should be flexible, it must also be unified by setting up over-all objectives to be achieved which will coordinate the work of the many schools in the system. In accordance with this idea Miss Barton, through conferences with the teachers and through visitation, set up the following objectives for her first year of supervision, 1945-46:

1. To stimulate and develop in-service training of teachers.
2. To develop a continuing program of achievement testing in the Metcalfe County Schools.
3. To provide and maintain a stock-room of materials and equipment available for the purchasing needs of individual teachers.

In selecting an objective the supervisor must not only list reasons for setting it up, but must list attainable ways of achieving it and must find a way to evaluate the results. Each of the above-listed objectives will be treated separately in this chapter, with the reasons, means of attaining, and the observable results of each.

**Objective I - To Stimulate and Develop In-Service Training of Teachers.**

The chief concern of the supervisor is the cultivation of in-service growth of teachers. The interested teacher will have the desire to improve her teaching abilities regardless of outside assistance, but in Metcalfe County the majority of the teachers are married, with home responsibilities and little time for in-service training. Because of this Miss Barton began her first year with the most obvious method of in-service teacher growth, that of professional reading.



## Professional Reading

Rather than making professional reading a mere routine requirement, Miss Barton tried to create an interest in important school problems so that the reading of professional books and magazines would become objective. She made all types of reading material available for the Metcalfe County teachers in two ways: (1) through establishing a Teacher's Library, which is located in the supervisor's office, and (2) through wider use of the Metcalfe County Public Library.

The Teacher's Library.- This library is supported by the board of education and by contributions of 10% of all money raised through programs given by the teachers in their individual schools. During the year 1945-46, \$68.50 was turned in by 21 teachers, and the board of education supplemented this with \$85.37 for the purchase of books.

The problem of selecting literary books for children was met by buying 100 Cadmus books. The Cadmus Book Company's<sup>2</sup> program of book selection and publication is probably too well known by educators to warrant a description in this study.

The planning council, discussed on page 41, met with Miss Barton, and these 100 books were rated 1, 2, and 3, according to the needs of the school children. All number one books were purchased first, then number 2, and finally number 3 books were purchased.

During the school year 1946-47 the Department of Education, Frankfort, sent Miss Louise Galloway, library consultant, who made inventory and with Miss Barton made a purchasing list of an additional 100 books. All of these were ordered. The make-up of the library consists of supplementary

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Cadmus Book Company, 119 South Dewey Street, Eau Claire, Wisconsin.

readers and pleasure reading books for children, and also of professional books, bulletins, monographs, yearbooks, and pamphlets for teachers. These books may be used in the office or may be borrowed. Every six months Miss Barton, with funds made possible by the board of education, purchases six copies each of several recent professional books. These books are so in demand that they are made available to the teachers through a waiting list.

In the two years of supervision Miss Barton has obtained 1,025 books for the Metcalfe County Teachers' Library, which is located in a book room adjoining her office. A picture of this book room will be found in Chapter II.

The Metcalfe County Public Library.- This library is the source of cultural reading for the teachers and students. Five per cent of the money made by school programs is contributed to this public library for the purchase of fictional material, which gives them an opportunity to make suggestions as to book purchases.

Aims for In-Service Growth through Professional Reading.- The Metcalfe County supervisor set up the following aims for in-service growth through professional reading:

1. To awaken rural teachers to the value of professional literature and thus to increase the amount of such reading.
2. To achieve observable results in educational interest and growth.
3. To produce teachers better informed in professional matters.
4. To encourage each teacher to build a private professional library and to purchase more books.
5. To stimulate the reading of the better periodicals.

Miss Barton has used the following means of accomplishing these aims:  
(1) she has a constantly changing magazine and book display in her office,

(2) the Teachers' Library is in a room connected with her office to facilitate the keeping of records as to book use and for teacher inspection, (3) in conferences with teachers she suggests the reading of certain articles that may fit the needs of their specific schools, (4) she distributes educational literature when teachers visit her office and in her visitations to the schools, (5) teachers are encouraged to subscribe for several magazines which are particularly helpful in their grade or schools, and (6) she encourages them to use their magazines and books to build a professional library in their individual schools.

On any late afternoon of the week and all day every Saturday teachers are in the office examining the books for children. Where only single copies of these books are on display, the teachers make purchasing lists for their own schools. Multiple copies of some of the more popular supplementary books and co-basal books are supplied in the Teachers' Library. At no time is it possible to find many copies of these books on the shelves, because they are in constant circulation among the schools.

Results.- An indication of the success of this promotional effort is that 51 of the 63 teachers have subscribed to one or more magazines during the first two years of supervision, where formerly only a negligible number of teachers took even one magazine. The more popular ones selected are The Instructor, 21 subscribers; Childhood Education, 8; The Elementary English Review, 7; The Grade Teacher, 4; Journal of Geography, 4; and Children's Activities, 3. The reader may wonder at seeing The Instructor listed as the most frequent choice, as it is not a magazine which is the official organ for some learned society, e.g., the Association for Childhood Education. The best explanation probably lies in the fact that a large percentage of the personnel is certified on an emergency basis, which means that

The Instructor is more at their comprehension level than are such magazines as The Elementary School Journal and The National Elementary Principal (each of which was selected only once in the county).

The pre-eminent result of this method of in-service growth is that teachers are increasingly challenged to experiment with suggestions gained from professional reading. For example, ideas for school beautification found in various bulletins were used extensively by teachers and students.

### Teachers' Meetings

A second important technique useful in a continuous in-service growth of classroom teachers is well-planned teachers' meetings. Miss Barton includes such meetings under this objective because of their value to the teaching personnel during the school year.

- Aims.-
1. To make clear the necessity for improvement in teaching.
  2. To help the teacher analyze his own teaching and to set an improvement goal which is within his range of attainment.
  3. To help the teacher see evidences of improvement.
  4. To meet the needs and interests of the group.
  5. To stimulate the teachers to share their experiences and to work jointly in sharing mutual problems.

In order to accomplish these aims Miss Barton uses several types of teachers' meetings in her program of supervision. These are: (1) total group-compulsory, (2) elementary teachers—voluntary, (3) small group meetings, and (4) the Planning Council.

Total Group-Compulsory.- In-service growth is not the major purpose of these meetings, which are attended by every teacher in the system. Rather, it may be said that their purpose is twofold: to maintain morale and for

discussion of general administrative problems, such as the need to improve school attendance. The programs usually consist of an administrative official's discussing these matters, the singing of a few songs, and having a speaker who develops ways of dealing with the problems at hand. At these meetings there is seldom anything of instructional importance which may be used in the classroom.

Elementary Teachers--Voluntary.- There are several of these meetings during the school year, which are attended largely by the non-urban teachers. These are planned to improve the teaching in such definite areas as supervised study, caring for individual differences of children, wider use of illustrative materials, and evaluation of classroom supplies before their purchase.

Usually Miss Barton plans these programs around the needs evidenced by the majority of the teachers as observed in classroom visits, sometimes following suggestions or requests of the teachers, and sometimes suggesting suitable materials and teaching procedures found in local classrooms or elsewhere.

In meetings of this type it is the hope that every teacher may learn something of value through participating in these meetings, which are planned according to the needs of the greater number of the schools. Since the entire content of Chapter VI of this study is concerned with the analysis and evaluation of teaching procedures which form the subject basis for teachers' meetings of both large and small groups, it will not be treated in greater detail here.

Small Group.- These are sessions at which the teachers, mutually interested in a pressing problem, such as grouping of pupils, gather to discuss, combine experiences, study, and work out their needs together. The

meetings are democratic, so that each teacher in the county feels free to discuss problems, plans, methods, or materials that he considers pertinent to the situation. These are WORK meetings where Miss Barton keeps specialized references and source material at hand.

The Planning Council.- Democratic leadership in a supervisory program rests upon the fact that teachers are vitally concerned with their own improvement and that this concern will lead them to assume responsibility for their own professional growth. In order to give the teachers a chance to plan with the administrative officers on a democratic basis, the Metcalfe County Planning Council was organized. The Council is composed of a representative from each geographic area in the county, the teachers in a particular section electing their own representative.

The purpose of the Council is to advise with the superintendent, supervisor, and attendance officer on problems of improvement in the educational system of the county, examples of which are planning for workshops, and all types of teachers' meetings for in-service growth.

The Council is composed of the following classroom teachers:

- Lera King Blakeman - Knob Lick School
- Opal Clark - Sulphur Well Consolidated School
- Elizabeth Porter - Center Consolidated School
- Edna Cassady - Cassady School
- Isabelle Sandidge - Liberty School
- James H. Young - Dripping Springs School
- Winnie Pulliam - Good Luck School
- Estelle Forbes - Edmonton Consolidated School
- Joyce Romines - Angalley School
- Frances Bell - Mosby Ridge School

Mildred Norris - Hickory College School

Vera Page - West Point School

Lucille Compton - Bellview School

Evaluation of Teachers' Meetings.- Systematic criteria have not as yet been formulated for evaluating results of teachers' meetings. At its best, the meetings may assist in bringing the teacher's professional knowledge up to date and affecting some change in his attitude. Its real contribution must be judged by the extent to which it has the effect of improving the quality of teaching.<sup>3</sup>

The use of the questionnaire, discussed in Chapter VII, devised to elicit voluntary expressions of opinion, indicates that the Metcalfe County teachers welcome the opportunity to discuss with their colleagues and supervisor their teaching and learning problems. In interviewing classroom teachers the writer found that they seem to be stimulated to professional study through these meetings and in most instances have tried out improved instructional techniques in their own classrooms.

Supervisory Letters.- During the summer and occasionally during the school year Miss Barton sends a supervisory letter to the teachers as a morale builder, to keep them in touch with plans for the next year, and to notify them of new materials which are available.

The supervisory letter has in its favor several qualities not possessed by any of the other devices already mentioned: (1) it can be prepared when

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Robert A. Davis, "The Learning Conference: The Blending of Research with Teaching Experience," Journal of Educational Research (Madison, Wisconsin, University of Wisconsin, Department of Education, October, 1943), pp. 146-149.

Miss Barton has available time in the evening or during a week-end; (2) it can be brought to the attention of many teachers scattered throughout many schools without requiring them to assemble in one place; (3) it can bridge a gap left by other supervisory devices; and (4) it can prepare the way for a supervisory meeting or for a series of individual conferences.

The most important factor of a supervisory letter has to do with placing supervisory work upon a service basis, involving voluntary cooperation toward a common end by the pupils, the teachers, and Miss Barton.

Newspaper Articles.- This technique has not been used as extensively as Miss Barton wishes. It is a goal for other years.

Objective II - To Develop a Continuing Program of Achievement Testing in the Metcalfe County Schools.

When Miss Barton began her duties of supervision, there were no data relating to the ability and achievement of pupils enrolled in the Metcalfe County schools. Feeling the supervisory program should sponsor achievement testing, she set up the following reasons for inaugurating a testing program for use as evidence of pupil growth:

- Aims.-
1. To provide a basis for educational guidance of pupils.
  2. To encourage pupils to put forth their best efforts.
  3. To provide a basis for the grading and promoting of pupils.
  4. To show the teachers their need of help from the supervisor.

When the writer first went to the county and expected to find data concerning both intelligence and achievement testing, the following explanation was given for no data concerning the former. The board was not willing to provide sufficient funds for both types of tests; so if only a limited sum could be spent for testing, Miss Barton felt that achievement tests would be a more valid use of the money. Her reason was that records may be more



detrimental than helpful in the hands of teachers with so little college training. She was justified in this decision, since it is held by eminent leaders<sup>4</sup> in education. To appropriately use intelligence scores one must have extensive training in their significance and use, and since more than half of the elementary teachers have fewer than 60 semester hours<sup>5</sup> and consequently no course in tests and measurements, it is apparent that a record of child's intelligence might be a dangerous tool in their hands.

Since no secretarial help is provided for grading tests, the supervisor must ask the teachers to do the scoring. The returns from this scoring too frequently seem to indicate that the teacher is too short-sighted to be willing for the true data to be recorded, and, therefore, accuracy of scoring is questionable. If this is a common practice with achievement testing, little would be gained if similar inaccuracies should occur in an intelligence-testing program.

Miss Barton plans a careful program of training in testing, stressing integrity in reporting data, as a goal for the future. See Chapter VIII. With a large number of teachers on an emergency basis, it is obvious why that has not been one of her major goals during her first two years of supervision.

The first step in initiating the achievement testing program was to enlist the aid of Mr. Williams, acting county superintendent. He, too, favored the program and asked the board of education to provide funds for purchasing the tests.

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<sup>4</sup> Walter W. Cook, The Use of Tests in a Supervisory Program, 16th Year-book, The National Elementary Principal (Washington, D.C., Department of the Elementary School Principals of the National Education Association of the United States, July, 1937), p. 470

<sup>5</sup> See Table V, p. 29.

Miss Barton and Mr. Williams selected the NEW STANFORD ACHIEVEMENT TEST,<sup>6</sup> which is used in nearly every progressive school system in the country, to be used as their survey test. Realizing that the accomplishment of these aims would require a continuous program, the supervisor and superintendent decided to concentrate on aim number 3, to provide a basis for the grading and promoting of pupils, for the first year of the testing program. The pupils had never taken a standardized test, the teachers had never been instructed in giving the tests, and many of them had not so much as examined an achievement test; so the problem at hand was to acquaint teachers and pupils with the standardized tests.

In 1946, at a general teachers' meeting, an announcement was made that the Stanford Achievement Test, Form G,<sup>7</sup> was to be used as a basis for deciding upon 8th grade promotion. Miss Barton urged the teachers to give a practice test in the intermediate grades, using Form H<sup>7</sup> of the Stanford Achievement Tests, since the Board of Education would be willing to supply them. She asked those who were willing to cooperate in the practice program to remain after the meeting. Ten rural school teachers and all of the elementary teachers of the four consolidated schools remained. Miss Barton gave them copies of the test and instructed them how to administer them. The teachers, in the experimental group, 23 in number, were asked to give the tests on the following Friday and to meet in her office on Saturday morning to score them. This procedure was followed, and when

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Published by the World Book Company, Yonkers-on-Hudson, New York.

7

Copies of Forms G & H of the Stanford Achievement Tests are included on the following pages of this study.

the scoring was completed, the teachers were taught how to interpret and use the profile chart on the back of the cover sheet.

Justification for using these tests as a basis for eighth grade promotion is found in a discussion by E. F. Lindquist,<sup>8</sup> in which he said that the major purpose in giving the comprehensive standardized test is to describe reliably and in comparable terms how far each pupil in a system WOULD progress in a specified period of time (in this case a seven-months period) in his development of each of the skills tested.

Miss Barton hoped that the data from the testing program would increase the effectiveness of the teaching program and was disappointed that so limited a number of teachers were willing to use the tests. Nevertheless, she decided to keep it on a voluntary basis. In addition to using the test returns as a basis for eighth grade promotion it was her hope that the returns would be used by the teachers as objective data for analyzing individual differences for ability grouping within a given school.

The returns concerning the eighth grade students showed that they were retarded in terms of the established norms for the tests. This indicated a definite need for a supervisory program in the county for improving teaching within the schools and also a need for lengthening the school term. The norms of the Stanford Achievement Tests are based on a nine-months term rather than a seven-months term, which made the pupils show up poorly.

In the 1946-47 school year 23 additional elementary teachers took advantage of the testing program. These teachers gave the first tests in September and a second test in January, a period of four months. The progress made in these four months is shown in Table X, page 49.

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<sup>8</sup>

E. F. Lindquist, 16th Yearbook, p. 481

# STANFORD ACHIEVEMENT TEST

By TRUMAN L. KELLEY, GILES M. RUCH, and LEWIS M. TERMAN

## ADVANCED BATTERY—PARTIAL FORM G

Adv.  
Partial  
**G**

Name..... Age..... Grade.....

Boy or girl..... Name of school.....

City..... State..... Date.....

TEST	SCORE	GRADE EQUIVALENT	AGE EQUIVALENT
1. Paragraph Meaning			
2. Word Meaning			
Average Reading	=====		
3. Language Usage			
4. Arithmetic Reasoning			
5. Arithmetic Computation			
Average Arithmetic	=====		
6. Spelling			
Total (Average)			

Published 1942 by World Book Company, Yonkers-on-Hudson, New York, and Chicago, Illinois  
Copyright 1940 by World Book Company. Copyright in Great Britain. All rights reserved. BAT: ADV. PARTIAL: G-6

PRINTED IN U.S.A.

Edition G

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PROFILE CHART: STANFORD ACHIEVEMENT TEST, INTERMEDIATE AND ADVANCED BATTERIES — PARTIAL

Test 1	Test 2	Test 3	Test 4	Test 5	Test 6	TOTAL SCORE	NORMS	
READING	LANG.	ARITHMETIC	SPELLING	REASONING	COMPARISON	÷ 6	AGE EQUIV.	GRADE EQUIV.
Par. mean.	Wd. mean.	USAGE	Reason	Comp.	ING			
100						100		
95						95		
90						90		
85						85		
80						80		
75						75		
70						70		
65						65		
60						60		
55						55		
50						50		
45						45		
40						40		
35						35		
30						30		
25						25		
20						20		

16-0	110
15-10	109
15-7	106
15-4	103
15-0	100
14-6	98
14-3	95
14-0	93
13-9	90
13-6	88
13-3	85
13-1	83
12-10	81
12-8	78
12-5	76
12-2	74
12-0	72
11-10	70
11-7	68
11-5	66
11-3	64
11-0	62
10-11	60
10-10	59
10-8	58
10-6	56
10-5	55
10-3	54
10-2	52
10-0	51
9-11	50
9-9	49
9-8	48
9-7	47
9-6	46
9-5	45
9-3	44
9-2	43
9-1	42
9-0	41
8-11	40
8-9	39
8-8	38
8-7	37
8-6	36
8-5	35
8-4	34
8-3	33
8-2	32
8-1	31
8-0	30
7-11	29
7-10	29
7-9	28
7-8	27
7-7	26
7-6	25

Test No.	Score
1	
2	
3	
4	
5	
6	
Total	

\* Age and grade equivalents above this point are extrapolated values.

This Profile Chart is a table of norms for the Intermediate and Advanced Examinations — Partial Batteries.  
Comments:

**DIRECTIONS.** In the paragraphs below, each number shows where a word has been left out. Read each paragraph carefully, and wherever there is a number decide what word has been left out. Then write the missing word in the answer column at the right, as shown in the sample. Write **JUST ONE WORD** on each line. Be sure to write each answer on the line that has the same number as the number of the missing word in the paragraph.

**SAMPLE.**

Answer

1-2 Dick and Tom were playing ball in the field. Dick was throwing the —A— and —B— was trying to catch it.

A ----- ball -----

B -----

3-4 Scientific studies in recent years have tended to lessen the importance of meat in our diet. Most authorities feel, however, that it would be unwise to attempt to live wholly on a vegetarian diet. So-called vegetarians use milk, butter, cream, cheese, and eggs. In this way they get a more balanced —1— and do not suffer from the harmful effects that might possibly result from a strictly —2— diet.

1 -----

2 -----

5-6 Alliteration is the name given to the near recurrence of the same initial sound in speech or writing. It comes very easily and naturally in the English language and many alliterative lines are found in our poetry. *Pride and Prejudice* is an example of the use of —3— in the title of a book.

3 -----

7-8-9 In Siam, the natives have a strange sport — fights between trained fish, on the results of which great sums of money and goods are wagered. In staging a fight, two —4— are placed in a large glass jar filled with water. At first they —5— leisurely about in the water. Sooner or later one fish spies the other. Anger causes his dark-green body to turn a brilliant red and brings out purple spots on tail and fins. A fight ensues. The other fish also changes —6— as his anger mounts, and they charge and countercharge for hours. Finally one or the other tires and the fight goes out of him. He turns —7— again, goes to the bottom of the jar, and stays there. The fish that stays red the longer is proclaimed the —8—.

4 -----

5 -----

6 -----

7 -----

8 -----

10-11 Patents, copyrights, and trade-marks are devices, respectively, for protecting creations of the mind such as inventions, works of art or literature, and slogans or identifying insignia of a manufacturer. An inventor's first step after making a discovery is to take out a —10— on his invention. A manufacturer registers a —10— to identify his product. A —11— protects a book from unpermitted publication by others.

9 -----

10 -----

11 -----

12-13-14 In the days when the Caesars ruled Rome, gladiatorial contests were held in the Colosseum. These provided one of the chief sources of entertainment for the emperor and his court. The gladiators were professional swordsmen who fought until one was killed or too severely wounded to continue. Their adversaries were sometimes wild animals instead of other—12—. However, prisoners of war or Christians instead of professional gladiators were usually pitted against the wild and half-starved —13— for the —14— of the Romans.

12  
13  
14

15-16 We are indebted to Lister for the beginnings of the science of modern surgery. The name of —15— is famous chiefly for his discovery of the use of antiseptics in wound infection. As a result of his work the medical science of —16— has greatly broadened its scope.

15  
16

17-18 Grass grows best in a soil that is slightly acid. On the other hand, most vegetables require an alkaline soil. Lime acts as an alkali in the soil, in that it acts chemically with acids to neutralize their effects. A gardener would be more likely to use lime in growing —17— than for —18—.

17  
18

19-20 The words *civil* and *polite* are both used to denote acceptable modes of social behavior. However, *polite* is a stronger and more expressive word than *civil*. A —19— person may act and talk so as to give no offense, but a —20— person evidences a real desire to please when the occasion arises.

19  
20

21-22-23 Leonardo da Vinci is best known as a painter, but he was also a great scholar and scientist. His genius was expressed not only in —21— but also in engineering, architecture, and mathematics. He anticipated many discoveries of modern —22—, including the airship. The greatest example of his —23— ability is his famous mural, "The Last Supper."

21  
22  
23

24-25 In the glacial period, prehistoric men had to flee from the oncoming ice and snow. They had to struggle day and night against cold and hunger, and only the cleverest among them were able to survive during this time. They had to learn to make clothing from skins, to use fire, to make tools, and to preserve food. And so the —24— era, which had threatened to destroy the human race, became its greatest teacher, because it forced man to —25— out ways of self-preservation.

24  
25

TEST 1. READING: PARAGRAPH MEANING (Cont'd)

26-27 The importance of vocational counseling for youth is being recognized more and more, and counselors are available in many schools and other agencies. In the present complex social and industrial system, with its emphasis on specialization in every field of endeavor, it is difficult for youth to choose a vocation. In many cases it is only by the aid of an understanding —26— who analyzes his abilities and aptitudes that he finds the —27— for which he is suited.

26  
27

28-29-30-31 A light year is the distance that a ray of light travels in one year's time. The distance involved, and not the fact that there is a ray of light traversing it, constitutes the light year. If an automobile should run that far in the dark, it would have gone a light year. In this case there is no —28— involved and also no —29— considered, but it would nevertheless be properly called a —30— —31—.

28  
29  
30  
31

22-33-34 Individuals have different kinds of imagery, such as visual, auditory, olfactory, etc. Muscle imagery is called kinesthetic imagery. A lovely melody haunts us by —32— imagery, a beautiful picture returns to mind in —33— imagery, and the mighty swing of the pitcher's arm is guided by muscular or —34— imagery of former pitchers.

32  
33  
34

35-36 "Your old men shall dream dreams, your young men shall see visions," means that the thoughts of youth are directed chiefly toward —35— events, while those of the age deal mainly with the —36—.

35  
36

37-38-39 The saying "Pity the man who grows remorseful when he sees his son imitating him" means that a man's own life has —37— been above reproach when he would not —38— his son to follow his —39—.

37  
38  
39

40-41 On the average, the population of the United States has been growing older. Two factors have been largely responsible for this shift: the declining birth rate and the increasing average length of life. The change in the birth rate means that —40— children will be born per 1000 population. The increased length of life is reflected in a —41— death rate per 1000 population.

40  
41

42-43 The condition known as "cretinism" is due primarily to a deficiency of the secretion of the thyroid gland. The cretin is dwarfed in mind and body. The administration of thyroid extract to supplement the individual's own thyroid —42— sometimes results in marked improvement of the physical and —43— symptoms of the disease.

42  
43

44-45 Flu is an abbreviation of influenza and gym of gymnasium. If repetition is abridged in the same manner as gymnasium and detective as influenza, then —44— stands for repetition and —45— for detective.

44  
45

End of Test 1. Lock over your work.



**DIRECTIONS.** In each exercise one of the five numbered words will complete the sentence correctly. Note the number of this word. Then mark the answer space at the right which is numbered the same as the word you have selected.

**SAMPLES.**

- A** A rose is a — 1 box 2 flower 3 home 4 month 5 river ..... A
- B** A roof is found on a — 6 book 7 person 8 rock 9 house 10 word ..... B
- C** Bread is something to — 1 catch 2 drink 3 throw 4 wear 5 eat ..... C

- 1 A surgeon — 1 persecutes 2 rebukes 3 diffuses 4 solicits 5 operates ..... 1
- 2 To be guilty is to be — 6 necessary 7 nice 8 proper 9 wrong 10 single ..... 2
- 3 Lucky means — 1 abundant 2 capable 3 careless 4 marvelous 5 fortunate ..... 3
- 4 To estimate is to — 6 attend 7 honor 8 guard 9 judge 10 separate ..... 4
- 5 A comment is a — 1 collection 2 cluster 3 hood 4 remark 5 privilege ..... 5
- 6 To persuade is to — 6 contract 7 droop 8 interrupt 9 pause 10 convince ..... 6
- 7 A conclusion is a — 1 revolution 2 burial 3 decision 4 circuit 5 rumor ..... 7
- 8 A serpent is a — 6 robber 7 snake 8 shield 9 beggar 10 priest ..... 8
- 9 Barbarous means — 1 regular 2 private 3 tender 4 false 5 fierce ..... 9
- 10 Sprightly means — 6 guilty 7 original 8 costly 9 lucky 10 active ..... 10
- 11 To exist is to be — 1 bold 2 honest 3 alive 4 useful 5 dangerous ..... 11
- 12 Venison is meat from a — 6 turkey 7 squirrel 8 dove 9 deer 10 fowl ..... 12
- 13 To decline is to — 1 deliver 2 refuse 3 consent 4 declare 5 obtain ..... 13
- 14 To toil is to — 6 fall 7 rest 8 play 9 read 10 work ..... 14
- 15 Obligation means — 1 value 2 square 3 duty 4 object 5 difference ..... 15
- 16 A hazard is a — 6 peril 7 fable 8 rumor 9 memorial 10 ceremony ..... 16
- 17 Inverted means — 1 resumed 2 reversed 3 revived 4 rejected 5 redeemed ..... 17
- 18 Notable means — 6 unjust 7 horrible 8 polite 9 remarkable 10 marvelous ..... 18
- 19 To dispatch is to — 1 catch 2 count 3 desire 4 doubt 5 send ..... 19
- 20 A battalion is part of a — 6 faculty 7 crib 8 catalog 9 regiment 10 corporation ..... 20
- 21 Eternally means — 1 already 2 squarely 3 rapidly 4 equally 5 always ..... 21
- 22 A javelin is a — 6 weapon 7 chariot 8 mantle 9 veil 10 steamer ..... 22
- 23 A frenzy is a — 1 rage 2 hotel 3 fowl 4 prophet 5 robe ..... 23

6 →

Go right on to the next page.

TEST 2. READING: WORD MEANING (Cont'd)

Ruthless means -- 6 amiable 7 fickle 8 hideous 9 boisterous 10 merciless ...24	1	2	3	4	5	6	7	8	9	10
A trowel is a tool of -- 1 barbers 2 masons 3 cobblers 4 mariners 5 preachers ...25	1	2	3	4	5	6	7	8	9	10
Righteous means -- 6 virtuous 7 clever 8 victorious 9 miserable 10 lucky ...26	1	2	3	4	5	6	7	8	9	10
To isolate is to -- 1 unite 2 prepare 3 complete 4 destroy 5 separate ...27	1	2	3	4	5	6	7	8	9	10
A vocation is an -- 6 adventure 7 examination 8 occupation 9 absence 10 image ...28	1	2	3	4	5	6	7	8	9	10
An ally is an -- 1 image 2 ornament 3 ambition 4 associate 5 adventure ...29	1	2	3	4	5	6	7	8	9	10
To aspire is to have -- 6 ambition 7 adventure 8 position 9 appeal 10 triumph ...30	1	2	3	4	5	6	7	8	9	10
A controversy is a -- 1 boundary 2 discovery 3 dispute 4 disguise 5 contract ...31	1	2	3	4	5	6	7	8	9	10
To molest is to -- 6 awe 7 bother 8 consume 9 fulfill 10 soften ...32	1	2	3	4	5	6	7	8	9	10
Rational means -- 1 unusual 2 helpless 3 reasonable 4 stupid 5 invisible ...33	1	2	3	4	5	6	7	8	9	10
A haze is an -- 6 omission 7 obscurity 8 utensil 9 apparatus 10 inclination ...34	1	2	3	4	5	6	7	8	9	10
A serene person is -- 1 sleepy 2 unjust 3 peaceful 4 queer 5 restless ...35	1	2	3	4	5	6	7	8	9	10
To gild is to -- 6 dive 7 adorn 8 fling 9 adore 10 grin ...36	1	2	3	4	5	6	7	8	9	10
A lament is to -- 1 gaze 2 excuse 3 punish 4 mourn 5 oblige ...37	1	2	3	4	5	6	7	8	9	10
<b>7 →</b>										
A conscientious worker is -- 6 serene 7 nimble 8 diligent 9 impatient 10 confused ...38	1	2	3	4	5	6	7	8	9	10
A felon is a -- 1 criminal 2 hermit 3 patriot 4 pioneer 5 seaman ...39	1	2	3	4	5	6	7	8	9	10
Merit means -- 6 cost 7 truth 8 price 9 purpose 10 worth ...40	1	2	3	4	5	6	7	8	9	10
A tempestuous means -- 1 fatal 2 peaceful 3 stormy 4 prosperous 5 convenient ...41	1	2	3	4	5	6	7	8	9	10
To stimulate is to -- 6 expose 7 excite 8 reduce 9 stifle 10 withdraw ...42	1	2	3	4	5	6	7	8	9	10
To elaborate means not -- 1 elaborate 2 transparent 3 flexible 4 eloquent 5 effective ...43	1	2	3	4	5	6	7	8	9	10
An antagonist is an -- 6 usher 7 invalid 8 interpreter 9 urchin 10 opponent ...44	1	2	3	4	5	6	7	8	9	10
A onerous task is -- 1 oppressive 2 unreal 3 grisly 4 sagacious 5 gusty ...45	1	2	3	4	5	6	7	8	9	10
Chaos means -- 6 vanity 7 ambition 8 satisfaction 9 confusion 10 consequence ...46	1	2	3	4	5	6	7	8	9	10
To captivate means to -- 1 fascinate 2 exclude 3 divert 4 gratify 5 eliminate ...47	1	2	3	4	5	6	7	8	9	10
A supple means -- 6 rigid 7 somber 8 massive 9 flexible 10 obvious ...48	1	2	3	4	5	6	7	8	9	10
To contrive is to -- 1 interrupt 2 instruct 3 invent 4 persuade 5 pause ...49	1	2	3	4	5	6	7	8	9	10
A deflection is an -- 6 amendment 7 outlet 8 angle 9 impression 10 item ...50	1	2	3	4	5	6	7	8	9	10

End of Test 2. Look over your work.

DIRECTIONS: Study the samples below carefully.

SAMPLES.

- A Apples <sup>1</sup> is <sub>2</sub> are good. . . . . A
- B He <sup>3</sup> told <sub>4</sub> talked me. . . . . B

- 1 They <sup>1</sup> are <sub>2</sub> have been here two months already. . . . . 1
- 2 He must have felt <sup>3</sup> stupid. <sub>4</sub> stupidly. . . . . 2
- 3 Have you <sup>5</sup> spoke <sub>6</sub> spoken to mother? . . . . . 3
- 4 The clerk gave <sup>1</sup> us <sub>2</sub> we boys some candy. . . . . 4
- 5 He acted the part <sup>3</sup> perfect. <sub>4</sub> perfectly. . . . . 5
- 6 The tent has <sup>5</sup> blown <sub>6</sub> blew down. . . . . 6
- 7 There <sup>1</sup> are <sub>2</sub> aren't hardly any left. . . . . 7
- 8 I ate <sup>3</sup> the biggest apple I almost <sub>4</sub> almost the biggest apple I ever saw. . . . . 8
- 9 <sup>5</sup> She <sub>6</sub> Her and I will set the table. . . . . 9
- 10 The flower is <sup>1</sup> sort of <sub>2</sub> rather wilted. . . . . 10
- 11 Mary knits <sup>3</sup> rapid. <sub>4</sub> rapidly. . . . . 11
- 12 John will give it to <sup>5</sup> whoever <sub>6</sub> whomever wants it. . . . . 12
- 13 A dollar is <sup>1</sup> most <sub>2</sub> almost all I got for it. . . . . 13
- 14 I believe in <sup>3</sup> observance <sub>4</sub> observation of the Sabbath. . . . . 14
- 15 Mary and I <sup>5</sup> wasn't <sub>6</sub> weren't to blame. . . . . 15
- 16 I had <sup>1</sup> sat <sub>2</sub> set there but a moment. . . . . 16
- 17 His skin has <sup>3</sup> broken <sub>4</sub> broke out in spots. . . . . 17
- 18 The girl <sup>5</sup> which <sub>6</sub> whom you saw is Grace. . . . . 18
- 19 Great rocks <sup>1</sup> raise <sub>2</sub> rise out of the water. . . . . 19
- 20 She speaks French very <sup>3</sup> bad. <sub>4</sub> badly. . . . . 20
- 21 <sup>5</sup> But don't forget, <sub>6</sub> Don't forget, however, to hurry. . . . . 21
- 22 A cross dog <sup>1</sup> attacked <sub>2</sub> attackted us. . . . . 22
- 23 It was <sup>3</sup> he <sub>4</sub> him who sent the note. . . . . 23
- 24 The wheel <sup>5</sup> broke just <sub>6</sub> just broke as we started. . . . . 24

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- 25 <sup>1</sup> Who's <sub>2</sub> Whose hat is that? . . . . . 25
- 26 George and Ralph <sup>3</sup> is <sub>4</sub> are invited. . . . . 26
- 27 It was the <sup>5</sup> most powerful <sub>6</sub> poweriulest locomotive. . . . . 27
- 28 She is neither happy <sup>1</sup> nor <sub>2</sub> or sad. . . . . 28
- 29 He must have hidden it <sup>3</sup> someplace. <sub>4</sub> somewhere. . . . . 29
- 30 I read <sup>5</sup> that <sub>6</sub> where Congress adjourned. . . . . 30
- 31 The flowers look <sup>1</sup> some <sub>2</sub> somewhat better now. . . . . 31
- 32 I will <sup>3</sup> bring <sub>4</sub> take the car over there tomorrow. . . . . 32
- 33 A rag and a china doll <sup>5</sup> are <sub>6</sub> is lost. . . . . 33
- 34 She <sup>1</sup> ought not <sub>2</sub> hadn't ought to stop now. . . . . 34
- 35 <sup>3</sup> Us <sub>4</sub> We boys are the ones who did it. . . . . 35
- 36 Hearing thunder, <sup>5</sup> their tent was put up. <sub>6</sub> they put up the tent. . . . . 36
- 37 I wanted to <sup>1</sup> lay <sub>2</sub> lie down and sleep. . . . . 37
- 38 They have <sup>3</sup> come <sub>4</sub> came by automobile. . . . . 38
- 39 I didn't see <sup>5</sup> as <sub>6</sub> that the blue ones would fit. . . . . 39
- 40 The <sup>1</sup> principal <sub>2</sub> principle is in his office. . . . . 40
- 41 She had just <sup>3</sup> risen <sub>4</sub> rose from her chair. . . . . 41
- 42 I am <sup>5</sup> real <sub>6</sub> really serious about this. . . . . 42
- 43 A crowd of <sup>1</sup> we <sub>2</sub> us boys went camping. . . . . 43
- 44 Get a written contract, not <sup>3</sup> an oral <sub>4</sub> a verbal one. . . . . 44
- 45 I like May better than <sup>5</sup> any <sub>6</sub> any other month. . . . . 45
- 46 I <sup>1</sup> have <sub>2</sub> haven't but a few left. . . . . 46
- 47 To whom did you <sup>3</sup> give it? <sub>4</sub> give it to? . . . . . 47
- 48 They came <sup>5</sup> without <sub>6</sub> with hardly any clothes. . . . . 48
- 49 He has <sup>1</sup> ridden <sub>2</sub> rode a bucking horse. . . . . 49
- 50 Our guests and <sup>3</sup> us <sub>4</sub> we played games. . . . . 50
- 51 I forbid it; you <sup>5</sup> will <sub>6</sub> shall not go! . . . . . 51
- 52 Father and mother <sup>1</sup> expect <sub>2</sub> expects company. . . . . 52

8b

Go right on to Number 25.

Go right on to the next page.

DIFFERENCE	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46						
Equated score	18	18	19	20	20	21	21	22	22	23	23	24	24	25	25	26	26	27	27	28	28	29	29	30	30	31	31	32	32	33	33	34	34	35	35	36	36	37	37	38	38	39	39	40	40	41	41	42	42	43	43	44	44

# TEST 3. LANGUAGE USAGE (Cont'd)

- She is as tall as <sup>3</sup> I. <sub>4</sub> me. . . . . 53
- Jim and Joe were <sup>5</sup> both equally anxious. <sub>6</sub> equally anxious. . . . . 54
- Mary <sup>1</sup> will <sub>2</sub> shall be able to sleep well here. . . . . 55
- They <sup>3</sup> surely <sub>4</sub> sure do like skating. . . . . 56
- <sup>5</sup> After notifying me, <sub>6</sub> After I had been notified, I accepted. . . . . 57
- I can't see <sup>1</sup> whom <sub>2</sub> who it is. . . . . 58
- The quartet has <sup>3</sup> sang <sub>4</sub> sung twice. . . . . 59
- There <sup>5</sup> go <sub>6</sub> goes my papers. . . . . 60
- We <sup>1</sup> lay <sub>2</sub> laid the injured dog on a blanket. . . . . 61
- He gave flowers to everyone except <sup>3</sup> her. <sub>4</sub> she. . . . . 62
- His strength was like a <sup>5</sup> lion. <sub>6</sub> lion's. . . . . 63
- Father has <sup>1</sup> lain <sub>2</sub> laid down to rest. . . . . 64
- One of those girls <sup>3</sup> do <sub>4</sub> does very good work. . . . . 65
- I do not approve of <sup>5</sup> Helen <sub>6</sub> Helen's going. . . . . 66

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- The men came <sup>1</sup> near <sub>2</sub> nearly finishing today. . . . . 67
- <sup>3</sup> Who <sub>4</sub> Whom are you inviting? . . . . . 68
- She <sup>5</sup> seldom ever <sub>6</sub> hardly ever makes a mistake. . . . . 69
- A beggar has just <sup>1</sup> rang <sub>2</sub> rung the bell. . . . . 70
- <sup>3</sup> Who <sub>4</sub> Whom do you think has worked best? . . . . . 71
- Every man and boy received <sup>5</sup> his <sub>6</sub> their pay. . . . . 72
- She has <sup>1</sup> less <sub>2</sub> fewer books than Ted. . . . . 73
- The plane with both pilots <sup>3</sup> were <sub>4</sub> was lost. . . . . 74
- Either tan or gray <sup>5</sup> look <sub>6</sub> looks well on me. . . . . 75
- This is the <sup>1</sup> worse <sub>2</sub> worst of the two. . . . . 76
- His collection of insects <sup>3</sup> is <sub>4</sub> are valuable. . . . . 77

Go right on to Number 78.

- 78 Two boys have <sup>5</sup> run <sub>6</sub> ran a tie race. . . . . 78
- 79 Our team has made <sup>1</sup> their <sub>2</sub> its first score. . . . . 79
- 80 This is a secret between you and <sup>3</sup> me. <sub>4</sub> I. . . . . 80
- 81 Is your lesson different <sup>5</sup> from <sub>6</sub> than mine? . . . . . 81
- 82 He had one of the best dogs there <sup>1</sup> was. <sub>2</sub> were. . . . . 82
- 83 This is the <sup>3</sup> brightest <sub>4</sub> brighter of the two stars. . . . . 83
- 84 <sup>5</sup> This <sub>6</sub> These sort of pics is good. . . . . 84
- 85 Was that <sup>1</sup> he? <sub>2</sub> him? . . . . . 85
- 86 I, not my sisters, <sup>3</sup> am <sub>4</sub> are invited. . . . . 86
- 87 Was it <sup>5</sup> her? <sub>6</sub> she? . . . . . 87
- 88 Have you <sup>1</sup> drank <sub>2</sub> drunk your milk? . . . . . 88
- 89 Everybody should take <sup>3</sup> his <sub>4</sub> their seat. . . . . 89
- 90 He wonders if it was <sup>5</sup> her. <sub>6</sub> she. . . . . 90
- 91 Mother sent Elizabeth and <sup>1</sup> I. <sub>2</sub> me. . . . . 91

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- 92 They told <sup>3</sup> her and me <sub>4</sub> she and I to go. . . . . 92
- 93 How do you know it was <sup>5</sup> they? <sub>6</sub> them? . . . . . 93
- 94 I like <sup>1</sup> that <sub>2</sub> those kind of nuts. . . . . 94
- 95 Here <sup>3</sup> is <sub>4</sub> are my hat and umbrella. . . . . 95
- 96 He is one of the boys who <sup>5</sup> tries. <sub>6</sub> try. . . . . 96
- 97 A load of pigs <sup>1</sup> are <sub>2</sub> is to be sold. . . . . 97
- 98 Every one of the pupils <sup>3</sup> is <sub>4</sub> are present. . . . . 98
- 99 Either of the games <sup>5</sup> are <sub>6</sub> is enjoyable. . . . . 99
- 100 <sup>1</sup> Is <sub>2</sub> Are either of you ready yet? . . . . . 100

End of Test 3. Look over your work.

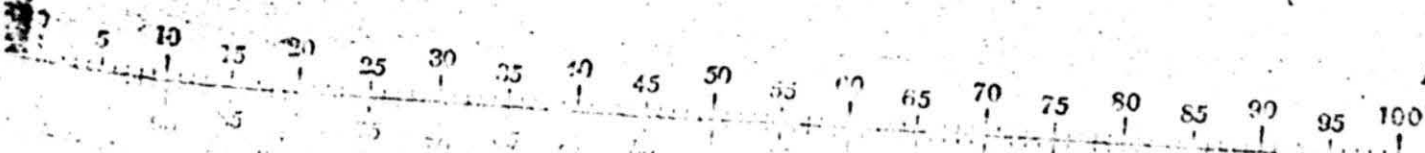
No. right ( ) × 2 ( )

No. omitted ( )

Sum ( )

Subtract 100

Difference ( )



**DIRECTIONS.** Find the answers to these problems as quickly as you can. Write the answers on the dotted lines. Use the margins to figure on.

- Answer
- 1 Nine months are what fraction of a year, in simplest form? -----
  - 2 Ann bought  $2\frac{1}{2}$  yd. of ribbon at 30¢ per yd. How much did the ribbon cost her? -----
  - 3 In one year the 427 pupils in Central School took out 5124 library books. This was an average of how many books per pupil? -----
  - 4 Seven sales were made in the Gift Shop the first half hour. At that rate, how many sales would be made in  $3\frac{1}{2}$  hours? -----
  - 5 A wading pool is  $2' \times 20' \times 60'$ . What is its capacity in cubic feet? -----
  - 6 A property worth \$20,000 is assessed at 40% of its value. What is its assessed valuation? -----
  - 7 A barrel holds 30 gallons. How many bucketfuls, each of  $2\frac{1}{2}$  gallons, will be needed to fill this barrel? -----
  - 8 A scale drawing reads  $1'' = 12''$ . A line  $3\frac{1}{4}$  inches long on this drawing represents      inches. -----
  - 9 The rainfall in our city each year for the past 6 years in inches was: 31, 35, 42, 38, 34, and 36. The average rainfall for these 6 years was how many inches? -----
  - 10 The diameter of a circle is 70 yards. The circumference is      yards. (Use  $3\frac{1}{7}$  for  $\pi$ .) -----
  - 11 The expenses of a family on a 6-day vacation were: food for 5 persons, \$3.25 per day; cabin for 6 days, \$9.00; and other expenses, 75¢ per day. What was the total cost? -----
  - 12 Joe read that 400 persons, or  $\frac{1}{4}$  of the population of his town, were out of work. What is the population of his town? -----
  - 13 Mary's arithmetic book has 800 problems. She solved 600 of the problems correctly. What per cent of the problems did she solve correctly? -----
  - 14 A table sells for \$80. The cost is .625 of the selling price. What is the cost? -----
  - 15 A trapezoid has bases of 45'' and 55''. The height is 20''. The area is      sq. in. (Use the formula  $A = \frac{b + b'}{2} \times h$ .) -----
  - 16 A house is assessed at \$6000. The tax rate is \$2.50 per \$100. How much is the tax? -----
  - 17 It took Joe from 7:50 A.M. to 2:30 P.M. to build a dog house. How many hours did it take him? -----
  - 18 A rectangular lot is  $30' \times 60'$ . It is all in lawn except a rectangular pool  $5' \times 10'$ . How many square feet are in lawn? -----
  - 19 The perimeter of a square is 640 miles. What is the length of a side in miles? -----
  - 20 Eight feet of a 32-foot pole are underground. Compare the underground portion with the total length of the pole as a decimal fraction. -----
  - 21 If Mr. Weeks buys a \$7500 life insurance policy, the annual premium will be \$20 per \$1000. How much premium must he pay annually? -----
  - 22 How much must one invest at 5% in order to earn \$75 interest a year? -----
  - 23 An overcoat sold at a sale for \$20. The coat cost the merchant \$16 and his overhead was \$7. The per cent of loss was     %, if figured on the selling price. -----
  - 24 If +7 represents a gain of 7 yards on one play and -4 is the loss of 4 yards on the next play, what number represents the net gain on the two plays? -----

Go right on to Problem 13.

Go right on to the next page.

Answer

store is to be built on a lot 40 feet wide. How many feet long must the store be made in order that there will be 3600 sq. ft. of space? -----

John has 5 stamps. He sold 10 of them to Tom. How many stamps did he have left? -----

A rectangular swimming pool is 90 ft. long and 30 ft. wide. What is its area in square yards? -----

A loan of \$500 at 5% interest was paid at the end of two years. What was the amount of the simple interest and principal? -----

The ratio of the width of a farm to its length is 6 to 15. Express this ratio as a decimal. -----

Angle  $M$  of triangle  $MNO$  equals  $30^\circ$  and angle  $N$  equals  $90^\circ$ . How many degrees does angle  $O$  equal? -----

At the time that a man 6 ft. tall casts a shadow 4 ft. long, a tree casts a shadow 12 ft. long. How tall is the tree? -----

A motorist used 18 gallons of gas in driving 312.9 miles. To the nearest one-tenth of a gallon, what was his mileage per gallon? -----

Go right on to Problem 33.

Answer

33 An explorer traveled 480 miles, or .48, of his total trip, using a dog team. What was his total trip in miles? -----

34 Mr. Ross paid \$850 for a bond of \$1000 face value, bearing 2% interest. How much should his annual interest be? -----

35 A factory valued at \$5000 was insured against fire for 80% of its value. The rate was \$.40 per \$100. How much was the amount of the premium? -----

36 How many degrees of a circle graph would you shade to show that 75% of the days during July were without rain? -----

37 An invoice for a \$500 bill of goods was marked "2%, 10 days; 60 days, net." What should have been the amount of a check sent in payment by return mail? -----

38 Triangles  $LMN$  and  $L'M'N'$  are similar. Side  $LM$  is 15', side  $MN$  is 12', and side  $L'M'$  is 30'. How long is side  $M'N'$ ? -----

39 The floor area of a square factory building was stated as 6400 sq. ft. What is the length in feet of one side of the floor? -----

40 What does \$1000 amount to in 1 year at 6% interest, compounded semiannually? -----

End of Test 4. Look over your work.

TEST 5. ARITHMETIC COMPUTATION

**DIRECTIONS.** Get the answers to these examples as quickly as you can without making mistakes. Carefully at each example to see what you are to do. As soon as you have finished an example, write the answer on the line provided at the right. Be sure to put your answer on the line that has the same number as the number of the example.

1 Multiply  

$$\begin{array}{r} 218 \\ 700 \end{array}$$

2  

$$56 \overline{)2968}$$

3 Add  

$$\begin{array}{r} 785624 \\ 572490 \\ 833946 \end{array}$$

4 Subtract  

$$\begin{array}{r} 4 \\ 3\frac{1}{2} \end{array}$$

5 Subtract  

$$\begin{array}{r} 633314 \\ 438197 \end{array}$$

6 Add  

$$\begin{array}{r} \frac{1}{12} \\ \frac{1}{12} \end{array}$$

7 Multiply  

$$\begin{array}{r} 2.395 \\ 100 \end{array}$$

8  

$$\frac{4}{5} \times \frac{1}{10} =$$

9  

$$\frac{1}{2} = \text{---}\%$$

10 Subtract  

$$\begin{array}{r} 1\frac{1}{2} \\ \frac{2}{3} \end{array}$$

11 Multiply  

$$\begin{array}{r} .038 \\ .15 \end{array}$$

12  

$$.05 = \text{---}\%$$

13 Subtract  

$$\begin{array}{r} 52833862 \\ 7416165 \end{array}$$

14 Multiply  

$$\begin{array}{r} 386 \\ 340 \end{array}$$

15  

$$30\% \text{ of } \$15.00 =$$

16  

$$13\% = \frac{\text{---}}{100}$$

17  

$$\frac{3}{4} = \text{---}\%$$

18 Find the average  

$$\begin{array}{l} 16 \text{ yd.} \\ 8 \text{ yd.} \\ 19 \text{ yd.} \\ \underline{21 \text{ yd.}} \end{array}$$

19  

$$\frac{1}{2} \div 6 =$$

20 Add  

$$\begin{array}{r} 300.829 \\ 765.987 \\ 693.005 \\ 45.955 \\ \underline{5.215} \end{array}$$

Ans.
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15 \$
16
17
18
19
20

Go right on to Example 21 on the next page.

TEST-5. ARITHMETIC COMPUTATION (Cont'd)

Add

$$\begin{array}{r} 11\frac{1}{2} \\ 12\frac{1}{4} \\ \hline 16\frac{3}{4} \end{array}$$

22

$$12 \overline{)20405}$$

23

Add

$$\begin{array}{l} 3 \text{ mo. } 1 \text{ wk.} \\ 5 \text{ mo. } 2 \text{ wk.} \\ \hline 2 \text{ mo. } 3 \text{ wk.} \end{array}$$

24

$$5\frac{1}{2} \times \frac{3}{10} =$$

Answer

21

22

23 mo. wk.

24

25

$$\frac{1}{10} \div 1\frac{1}{10} =$$

$$.80 \overline{)4}$$

27

$$32 \overline{)16647}$$

28

$$271 \overline{)153386}$$

25

26

27

$$\begin{array}{l} \text{Selling price} = \$750 \\ \text{Rate of commission} = 6\% \\ \text{Commission} = \$ \end{array}$$

30

$$.36 \overline{)6.3}$$

31

$$\begin{array}{l} \text{Subtract} \\ 3 \text{ lb. } 2 \text{ oz.} \\ \hline 1 \text{ lb. } 4 \text{ oz.} \end{array}$$

28

29 \$

30

31 lb. oz.

$$33 \frac{1}{2}\% \text{ of } \$15 =$$

$$\begin{array}{l} 33 \text{ Principal} = \$800 \\ \text{Rate} = 2\% \\ \text{Time} = 6 \text{ mo.} \\ \text{Interest} = \$ \end{array}$$

$$\begin{array}{l} 34 \text{ Marked price} = \$48 \\ \text{Discount} = 25\% \\ \text{Net price} = \$ \end{array}$$

35

$$\begin{array}{l} 4n = 36 \\ n = \end{array}$$

32 \$

33 \$

34 \$

35

$$\begin{array}{l} 7 = 18 \\ x = \end{array}$$

$$\begin{array}{l} 37 \text{ Principal} = \$100 \\ \text{Annual interest} = \$4.50 \\ \text{Interest rate} = \% \end{array}$$

38

$$\frac{1}{2}\% \text{ of } \$500 =$$

36

37 %

38 \$

Go right on to Example 39 on the next page.



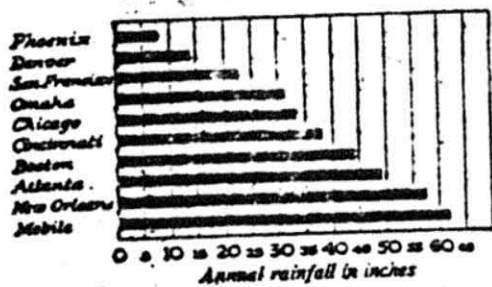


FIG. 1

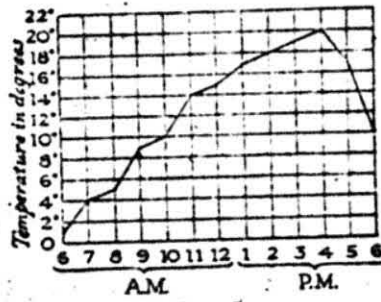


FIG. 2

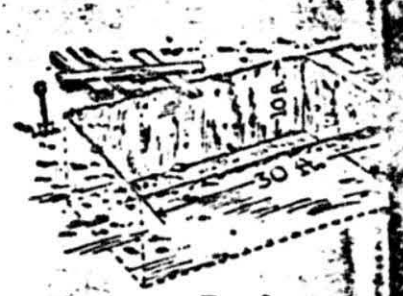


FIG. 3

- 39 What city has an annual rainfall of about 33 inches, as shown in Figure 1?
- 40 How many degrees did the temperature rise from 7 A.M. to 4 P.M., according to Figure 2?
- 41 How many cubic feet of earth were removed in digging the cellar shown in Figure 3?
- 42 What is the area of the baseball diamond in Figure 4 in square yards?

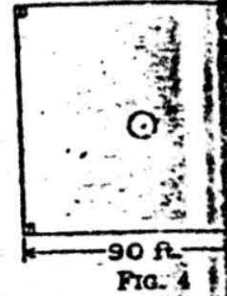


FIG. 4

43 Assessed valuation = \$ 5 000  
 Tax rate per \$ 100 = \$ 1.50  
 Amount of tax = \$ \_\_\_\_\_

44  $x - 12 = 37$   
 $x =$

45 List price = \$ 400  
 Discounts = 25%; 5%  
 Net price = \$ \_\_\_\_\_

46  $\sqrt{64} =$

47 Subtract  

$$\begin{array}{r} + 3 \\ - 5 \\ \hline \end{array}$$

48  $2m + 12 = 36$   
 $m =$

49  $\$20 = 66\frac{2}{3}\%$  of \$ \_\_\_\_\_

50 If 35% of a number is \$70, what is the number?

51  $12 = \text{---}\%$  of 3      52  $5:8 = 10:\text{---}$

53 Add  

$$\begin{array}{r} - 23 \\ + 16 \\ \hline \end{array}$$

54 
$$\begin{array}{r} - 16 \\ - 2 \\ \hline \end{array}$$

55  $\frac{g}{7} = 21$   
 $g =$

56 Multiply  

$$\begin{array}{r} + 2y \\ - 4 \\ \hline \end{array}$$

57  $2b - b - 2b =$

Answer
39
40
41
42
43 \$
44
45 \$
46
47
48
49 \$
50 \$
51
52
53
54
55
56
57

Go right on to Example 58 on the next page.

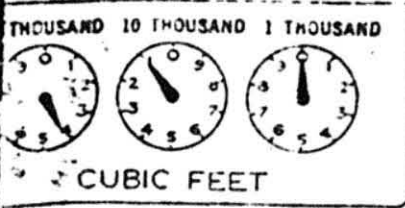


FIG. 5

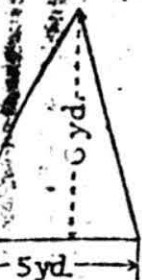


FIG. 6

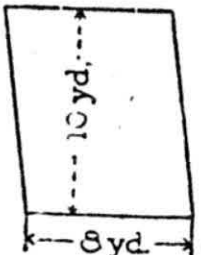


FIG. 7

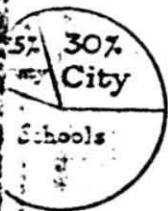


FIG. 8

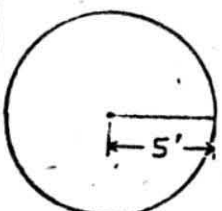


FIG. 9



FIG. 10

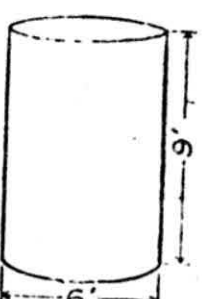


FIG. 11

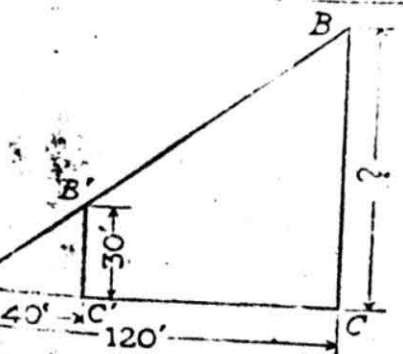


FIG. 12

58 What is the reading of the gas meter shown in Figure 5 in cubic feet?

58 ----- cu. ft.

59 Use the formula  $A = \frac{1}{2}bh$  to find the area of the triangle shown in Figure 6.

59 ----- sq. yd.

60 Use the formula  $A = bh$  to find the area of the parallelogram shown in Figure 7.

60 ----- sq. yd.

61 What per cent of the city' budget went for schools, according to Figure 8?

61 ----- %

62 Use the formula  $A = \pi r^2$  to find the area of the circle shown in Figure 9. (Use  $\pi = 3.14$ .)

62 ----- sq. ft.

63 Find AC, or the hypotenuse, of the right triangle shown in Figure 10.

63 ----- ft.

64 Find the volume of the cylinder shown in Figure 11. (Use  $\pi = 3.14$ .)

64 ----- cu. ft.

65 Find the length of side BC in Figure 12, using the method of similar triangles.

65 ----- ft.

End of Test 5. Look over your work.

NUMBER RIGHT	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43			
Equivalent score	41	40	39	38	37	36	35	34	33	32	31	30	29	28	27	26	25	24	23	22	21	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0	0	0	0	0	0

1	26
2	27
3	28
4	29
5	30
6	31
7	32
8	33
9	34
10	35
11	36
12	37
13	38
14	39
15	40
16	41
17	42
18	43
19	44
20	45
21	46
22	47
23	48
24	49
25	50

Grade

NUMBER RIGHT	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
Equated score	39	40	41	41	42	43	44	45	46	46	47	47	48	48	49	50	51	51	52	53	54	55	55	56	57	57	58	59	59	60	61	62	63	64	65	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80

Grades 8 and 9

NUMBER RIGHT	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
Equated score	40	42	44	45	47	48	49	50	51	52	53	53	54	55	55	56	57	57	58	59	60	61	61	62	63	63	64	65	66	67	68	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	

# STANFORD ACHIEVEMENT TEST

By TRUMAN L. KELLEY, GILES M. RUCH, and LEWIS M. TERMAN

## ADVANCED BATTERY—COMPLETE FORM H

Adv.  
Compl.  
**H**

..... Age ..... Grade .....  
 or girl ..... Name of school .....  
 ..... State ..... Date .....

TEST	SCORE	AGE EQUIVALENT	GRADE EQUIVALENT
1. Paragraph Meaning			
2. Word Meaning			
Average Reading			
3. Language Usage			
4. Arithmetic Reasoning			
5. Arithmetic Computation			
Average Arithmetic			
6. Literature			
7. Social Studies: I			
8. Social Studies: II			
Average Social Studies			
9. Elementary Science			
10. Spelling			
Total (Average)			

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Edition 2

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PROFILE CHART - STANFORD ACHIEVEMENT TEST - INTERMEDIATE AND ADVANCED BATTERIES - COMPL

Test 1 READING Par. mean.	Test 2 LANG Wd mean	Test 3 USAGE	Test 4 ARITHMETIC Reason	Test 5 LITERA Comp.	Test 6 SOCIAL TURE	Test 7 STUDIES I	Test 8 SCIENCE II	Test 9 SPELL- ING	TOTAL SCORE ÷ 10	NORMS AGE EQUIV.	GRA EQUIV.
100									100		
95									95		
90									90		
85									85		
80									80		
75									75		
70									70	16-0	
65									65	15-10	
60									60	15-7	
55									55	15-4	
50									50	15-0	
45									45	14-9	
40									40	14-6	
35									35	14-3	
30									30	14-0	
25									25	13-9	
20									20	13-6	

Test No	Score
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
Total	

\* Age and grade equivalents above this point are extrapolated values.

This Profile Chart is a table of norms for the Intermediate and Advanced Examinations.

Comments:

DIRECTIONS. In the paragraphs below, each number shows where a word has been left out. Read each paragraph carefully, and wherever there is a number decide what word has been left out. Then write the missing word in the answer column at the right, as shown in the sample. Write JUST ONE WORD on each line. Be sure to write each answer on the line that has the same number as the number of the missing word in the paragraph.

SAMPLE.

A-B Dick and Tom were playing ball in the field. Dick was throwing the --A-- and --B-- was trying to catch it.

Answer  
A-----ball-----  
B-----

1-2-3 All the animals in the world can be divided into two great classes: those that have backbones and those that do not. The former are called vertebrates; the latter, invertebrates. There are great differences between a fish, a cow, and a sparrow, and yet they all have one thing in common, a backbone; so they are all known as --1--. On the other hand, it is hard to think of anything less alike than a bee, an oyster, and a worm, and yet they all belong to the --2-- class, since none of them has a --3--.

1-----  
2-----  
3-----

4-5-6 Do you know what the Diet of Worms was? It was not what the English words might suggest. The word "diet" in this sense is from the Latin word for "day" and means a general assembly or meeting of the representative body of the government set for a particular day. One of the most important of such --4-- was held in the city of Worms on the Rhine around 1520. Because of its location, the meeting was known as the --5-- of --6--.

4-----  
5-----  
6-----

7-8-9 Naturalization is the process by which a person becomes a citizen of a nation other than his native one. Because only citizens may vote in the United States, a resident of this country who was --7-- elsewhere must be --8-- in order to become a --9--.

7-----  
8-----  
9-----

10-11-12 A homonym is a word having the same pronunciation as another but differing from it in meaning, origin, and often in spelling. A synonym is a word that has the same essential meaning as another word but differs from it in spelling and pronunciation. Antonyms are words that have opposite meanings. For example, *fast* and *swift* are --10--; *high* and *low* are --11--; and *bare* and *bear* are --12--.

10-----  
11-----  
12-----

13-14-15 In the 1840's and 1850's, slavery was the leading question of the day. To keep the balance between the free states of the North and the slave states of the South, states were often admitted in pairs, one slave and one free. The South was very much interested in bringing about the extension of our territory to include the southwestern lands gained by the war with Mexico. Southern statesmen wished to have these new territories become --13-- states, while the --14--; on the other hand, worked to keep them --15--.

13-----  
14-----  
15-----

16-17 *Attainment* commonly refers to the higher intellectual acquirements; *accomplishment*, to the acquired graces of social custom. Thus of one man it is said that his scientific —16— were beyond those of his associates and dancing was one of his best —17—.

18 The words "antecedent" and "preceding" both refer to time before a given event. They differ in that the latter applies to that which goes immediately before, while an indefinite past interval is suggested by the word "—18—."

19-20 The two basic methods of wage payment are the time-rate method and the piece-rate method. Time rates mean paying the workman a specified amount per hour, or per day, regardless of his output. Under the piece-rate system, the worker is paid a specified amount per piece of work completed. The fast worker earns more than the beginner under the —19—rate method, but under the —20—rate method the employer benefits from the fast worker's production.

21-22 Rubber is used in many ways. Coats, erasers, combs, and balls are examples of its use. Of these, we may say that rubber is used for —21— chiefly because it is waterproof and for —22— because it is elastic.

23-24-25 *Militate*, *mitigate*, and *instigate* are three words that sound somewhat alike, but whose meanings are quite different. *Militate* means to have large weight or effect. *Mitigate* means to make less severe. *Instigate* means to incite or set going. Thus we would say that a man's grief at losing his fortune was —23— by the love and devotion of his friends; that agitators sometimes —24— a riot; and that a man's careless use of English often —25— against his getting a good job.

26-27 Artificial languages have been made up to promote communication among the people of all nations. Many such —26— have been devised, the best known of modern times being Esperanto. It was invented in 1887 by Zamenhof, a Pole, and quickly became the leading system, claiming to establish easy communication between persons of —27— native speech.

28-29 In gardening, annuals are plants that last for only one growing season, while perennials bloom year after year. Jane is quite conservative, and has planned her garden just the way she wishes to keep it. Ann, however, loves to go to the nursery to buy new plants. In Ann's garden we might expect to find mostly —28—, but Jane probably planted more —29—.

30-31 Hercules, one of the heroes of the early Greeks, was noted far and wide for his great strength, by which he was able to accomplish many difficult and dangerous deeds. So it is that we have come to apply the descriptive term "Herculean" to the —30— of tasks requiring great —31—.

30 -----  
31 -----

32-33 The attitude of Americans toward immigration has changed in recent years. When our population was small and resources seemed inexhaustible, immigrants were welcomed to this country. With the passing of the frontier and the scarcity of employment, further —32— of population did not seem desirable, and consequently the barriers to —33— were created.

32 -----  
33 -----

34-35-36 Objects which are *adjacent* lie close to each other, but not necessarily in actual contact, as adjacent fields. They are *adjoining* when they meet at a line or a point of junction. *Contiguous* properly applies to objects that touch along a considerable part. Thus, —34— and —35— are most nearly synonymous, because both refer to objects which —36— each other.

34 -----  
35 -----  
36 -----

37-38 The Phoenicians invented a superior system of writing. They borrowed a few pictures from the Egyptians and some of the wedge-shaped characters of the Sumerians, but the new alphabet was almost entirely original. Eventually this alphabet was carried to Greece and Italy, where the figures were somewhat modified and later were taught to the barbarians of western Europe. Those barbarians were the ancestors of most Europeans and Americans, and that is why our —37— of —38— origin rather than like the picture writing and wedge-shaped characters of earlier times.

37 -----  
38 -----

39-40 We speak of a herd of cattle, a drove of horses, a flock of sheep, a covey of partridges, a bevy of quail, a pack of wolves, a colony of prairie dogs, a school of fish, a swarm of bees, or an army of ants. Possibly the term —39— is used in connection with —40— because they devastate land and property.

39 -----  
40 -----

41-42-43 Eulogiums are bestowed upon any great work or production of genius without reference to the performer. We bestow eulogies on the exploits of a hero. Panegyrics are given either in direct address or direct reference to the person panegyricized. The —41— springs from admiration of an individual's accomplishments. The —42— may arise from sincere admiration or may be mere flattery resulting from servile dependence. The —43— is evoked by the merit of a work.

41 -----  
42 -----  
43 -----

44-45 The term "beg the question" as used by logicians means to assume the truth of something in question. In a debate, if one advances as —44— an assumption that has —45— been demonstrated, it is called begging the question.

44 -----  
45 -----



**DIRECTIONS.** In each exercise one of the five numbered words will complete the sentence correctly. Note the number of this word. Then mark the answer space at the right which is numbered the same as the word you have selected.

**SAMPLES.**

- |    |                         |                  |                    |              |            |               |       |    |   |   |   |   |    |
|----|-------------------------|------------------|--------------------|--------------|------------|---------------|-------|----|---|---|---|---|----|
| A  | A rose is a —           | 1 box            | 2 flower           | 3 home       | 4 month    | 5 river       | ..... | A  | 1 | 2 | 3 | 4 | 5  |
| B  | A roof is found on a —  | 6 book           | 7 person           | 8 rock       | 9 house    | 10 word       | ..... | B  | 6 | 7 | 8 | 9 | 10 |
| C  | Bread is something to — | 1 catch          | 2 drink            | 3 throw      | 4 wear     | 5 eat         | ..... | C  | 1 | 2 | 3 | 4 | 5  |
| 1  | To replace is to —      | 1 accompany      | 2 avoid            | 3 restore    | 4 excuse   | 5 witness     | ..... | 1  | 1 | 2 | 3 | 4 | 5  |
| 2  | Evil things are —       | 6 good           | 7 new              | 8 fine       | 9 dear     | 10 bad        | ..... | 2  | 6 | 7 | 8 | 9 | 10 |
| 3  | Senior means —          | 1 popular        | 2 elder            | 3 dirty      | 4 polite   | 5 disgraced   | ..... | 3  | 1 | 2 | 3 | 4 | 5  |
| 4  | To be coarse is to be — | 6 rough          | 7 brief            | 8 eager      | 9 lazy     | 10 false      | ..... | 4  | 6 | 7 | 8 | 9 | 10 |
| 5  | A disagreement is a —   | 1 loan           | 2 misunderstanding | 3 motto      | 4 penance  | 5 narrative   | ..... | 5  | 1 | 2 | 3 | 4 | 5  |
| 6  | A hurricane is a —      | 6 tempest        | 7 drawer           | 8 girdle     | 9 fee      | 10 warrant    | ..... | 6  | 6 | 7 | 8 | 9 | 10 |
| 7  | Harsh means —           | 1 stern          | 2 sober            | 3 dull       | 4 lively   | 5 steady      | ..... | 7  | 1 | 2 | 3 | 4 | 5  |
| 8  | A butler is a —         | 6 passenger      | 7 priest           | 8 warrior    | 9 domestic | 10 robber     | ..... | 8  | 6 | 7 | 8 | 9 | 10 |
| 9  | To thrust means to —    | 1 track          | 2 push             | 3 chase      | 4 harvest  | 5 whisper     | ..... | 9  | 1 | 2 | 3 | 4 | 5  |
| 10 | Defenseless means —     | 6 shaggy         | 7 handy            | 8 degenerate | 9 giddy    | 10 unarmed    | ..... | 10 | 6 | 7 | 8 | 9 | 10 |
| 11 | An ordinance is a —     | 1 battle         | 2 law              | 3 journey    | 4 nation   | 5 ship        | ..... | 11 | 1 | 2 | 3 | 4 | 5  |
| 12 | To ascend is to —       | 6 agree          | 7 climb            | 8 invite     | 9 permit   | 10 consent    | ..... | 12 | 6 | 7 | 8 | 9 | 10 |
| 13 | Politeness suggests —   | 1 refinement     | 2 indulgence       | 3 diligence  | 4 fuss     | 5 impulse     | ..... | 13 | 1 | 2 | 3 | 4 | 5  |
| 14 | To appreciate is to —   | 6 scorn          | 7 shield           | 8 esteem     | 9 trifle   | 10 recall     | ..... | 14 | 6 | 7 | 8 | 9 | 10 |
| 15 | Grim means —            | 1 lively         | 2 costly           | 3 modest     | 4 stern    | 5 gracious    | ..... | 15 | 1 | 2 | 3 | 4 | 5  |
| 16 | Exhaustion is great —   | 6 sincerity      | 7 meekness         | 8 fatigue    | 9 caution  | 10 bitterness | ..... | 16 | 6 | 7 | 8 | 9 | 10 |
| 17 | A clamor is a kind of — | 1 sight          | 2 ship             | 3 article    | 4 sound    | 5 taste       | ..... | 17 | 1 | 2 | 3 | 4 | 5  |
| 18 | A peril is a —          | 6 prize          | 7 scene            | 8 quarrel    | 9 danger   | 10 virtue     | ..... | 18 | 6 | 7 | 8 | 9 | 10 |
| 19 | Conventional means —    | 1 urgent         | 2 trivial          | 3 vague      | 4 intense  | 5 customary   | ..... | 19 | 1 | 2 | 3 | 4 | 5  |
| 20 | To procure is to —      | 6 permit         | 7 approve          | 8 obtain     | 9 preserve | 10 correct    | ..... | 20 | 6 | 7 | 8 | 9 | 10 |
| 21 | Meek means —            | 1 active         | 2 ordinary         | 3 cunning    | 4 humble   | 5 meat        | ..... | 21 | 1 | 2 | 3 | 4 | 5  |
| 22 | Attainment is —         | 6 accomplishment | 7 refinement       | 8 resistance | 9 initial  | 10 succor     | ..... | 22 | 6 | 7 | 8 | 9 | 10 |
| 23 | To induce is to —       | 1 offend         | 2 esteem           | 3 persuade   | 4 expose   | 5 oppose      | ..... | 23 | 1 | 2 | 3 | 4 | 5  |

6 →

Go right on to the next page.

TEST 2. READING: WORD MEANING (Cont'd)

compromise is to —	6 loiter	7 loosen	8 adjust	9 unlock	10 wield	24	1	2	3	4	5	6	7	8	9	10
loathe is to —	1 flatter	2 burden	3 relate	4 despise	5 display	25	1	2	3	4	5	6	7	8	9	10
daunted means —	6 harmless	7 fearless	8 envious	9 righteous	10 perilous	26	1	2	3	4	5	6	7	8	9	10
heed is to —	1 prove	2 hurry	3 escape	4 reply	5 notice	27	1	2	3	4	5	6	7	8	9	10
emotion means —	6 restraint	7 stillness	8 conceit	9 tumult	10 pretense	28	1	2	3	4	5	6	7	8	9	10
reside is to —	1 repair	2 deceive	3 desert	4 avoid	5 dwell	29	1	2	3	4	5	6	7	8	9	10
emulous means —	6 grasping	7 quivering	8 imitating	9 stumbling	10 torturing	30	1	2	3	4	5	6	7	8	9	10
deface is to —	1 mar	2 lure	3 refresh	4 endow	5 cherish	31	1	2	3	4	5	6	7	8	9	10
trery is a kind of —	6 masquerade	7 rubbish	8 witchcraft	9 nuptial	10 opium	32	1	2	3	4	5	6	7	8	9	10
bilant means —	1 honest	2 patient	3 unhappy	4 valuable	5 joyous	33	1	2	3	4	5	6	7	8	9	10
egacy is an —	6 edifice	7 objection	8 inheritance	9 instinct	10 admission	34	1	2	3	4	5	6	7	8	9	10
ternal means —	1 undone	2 unequal	3 vertical	4 thrifty	5 outer	35	1	2	3	4	5	6	7	8	9	10
lure is to —	6 wrench	7 replace	8 hover	9 entice	10 ruffle	36	1	2	3	4	5	6	7	8	9	10
th means —	1 cunning	2 hunger	3 rage	4 despair	5 laughter	37	1	2	3	4	5	6	7	8	9	10
ffirm is to —	6 delay	7 declare	8 await	9 excuse	10 proceed	38	1	2	3	4	5	6	7	8	9	10
acity means —	1 boldness	2 enmity	3 remorse	4 treachery	5 sincerity	39	1	2	3	4	5	6	7	8	9	10
matic means —	6 sour	7 dusty	8 fragrant	9 rustic	10 visible	40	1	2	3	4	5	6	7	8	9	10
gen refers to —	1 brightness	2 stillness	3 tenderness	4 wickedness	5 idleness	41	1	2	3	4	5	6	7	8	9	10
sertive means —	6 bashful	7 vicious	8 shrewd	9 petty	10 positive	42	1	2	3	4	5	6	7	8	9	10
berate means great —	1 bulk	2 contrast	3 contempt	4 detail	5 horror	43	1	2	3	4	5	6	7	8	9	10
lady is an —	6 inquiry	7 illness	8 allegiance	9 extract	10 oracle	44	1	2	3	4	5	6	7	8	9	10
mpair is to —	1 damage	2 scrape	3 commend	4 mingle	5 brand	45	1	2	3	4	5	6	7	8	9	10
rustee is an —	6 admirer	7 astronomer	8 archer	9 economist	10 executor	46	1	2	3	4	5	6	7	8	9	10
renounce is to —	1 abandon	2 resume	3 impose	4 startle	5 resemble	47	1	2	3	4	5	6	7	8	9	10
oise means —	6 chaste	7 diffuse	8 compact	9 profound	10 extensive	48	1	2	3	4	5	6	7	8	9	10
st means —	1 parallel	2 permanent	3 perpetual	4 confined	5 clad	49	1	2	3	4	5	6	7	8	9	10
laud means to —	6 levy	7 extol	8 gasp	9 lengthen	10 recollect	50	1	2	3	4	5	6	7	8	9	10

End of Test 2. Look over your work.

DIRECTIONS. Study the samples below carefully.

SAMPLES.

- A Apples <sup>1</sup> is <sub>2</sub> are good. . . . . A
- B He <sup>3</sup> told <sub>4</sub> telled me. . . . . B

- 1 She <sup>1</sup> was <sub>2</sub> has been in this club since July. . . . . 1
- 2 She looked <sup>3</sup> beautifully <sub>4</sub> beautiful today. . . . . 2
- 3 Who had <sup>5</sup> spoken <sub>6</sub> spoke last? . . . . . 3
- 4 The teacher gave <sup>1</sup> us <sub>2</sub> we girls help. . . . . 4
- 5 He felt the loss <sup>3</sup> keen. <sub>4</sub> keenly. . . . . 5
- 6 The soldier has <sup>5</sup> blew <sub>6</sub> blown the bugle call. . . . . 6
- 7 I <sup>1</sup> can hardly <sub>2</sub> can't hardly walk this morning. . . . . 7
- 8 This is <sup>3</sup> the longest walk I almost <sub>4</sub> almost the longest walk I ever took. . . . . 8
- 9 <sup>5</sup> Him <sub>6</sub> He and I are going together. . . . . 9
- 10 I'll go, but I am <sup>1</sup> rather <sub>2</sub> sort of tired. . . . . 10
- 11 He did all the problems <sup>3</sup> correctly. <sub>4</sub> correct. . . . . 11
- 12 They offered tickets to <sup>5</sup> whoever <sub>6</sub> whomever came. . . . . 12
- 13 My work is <sup>1</sup> most <sub>2</sub> almost done. . . . . 13
- 14 I am <sup>3</sup> respectfully <sub>4</sub> respectively yours. . . . . 14
- 15 Sally and I <sup>5</sup> wasn't <sub>6</sub> weren't ready. . . . . 15
- 16 I <sup>1</sup> set <sub>2</sub> sat the hen on a dozen eggs. . . . . 16
- 17 The puppy had <sup>3</sup> broke <sub>4</sub> broken its leg. . . . . 17
- 18 These are the boys <sup>5</sup> who <sub>6</sub> which wrestled. . . . . 18
- 19 The fog is <sup>1</sup> raising <sub>2</sub> rising slowly. . . . . 19
- 20 Sue, you behaved <sup>3</sup> bad <sub>4</sub> badly at the party. . . . . 20
- 21 <sup>5</sup> But don't forget, <sub>6</sub> Don't forget, however, my warning. . . . . 21
- 22 The woman was almost <sup>1</sup> drowned. <sub>2</sub> drownned. . . . . 22
- 23 It was <sup>3</sup> she <sub>4</sub> her who played the piano. . . . . 23
- 24 That <sup>5</sup> looks like either <sub>6</sub> either looks like John or Joe. . . . . 24

- 25 Is this <sup>1</sup> they're <sub>2</sub> their house? . . . . . 25
- 26 Tom and Jane <sup>3</sup> comes <sub>4</sub> come here often. . . . . 26
- 27 She was the <sup>5</sup> gratefulst <sub>6</sub> most grateful of all. . . . . 27
- 28 He is neither rich <sup>1</sup> nor <sub>2</sub> or poor. . . . . 28
- 29 You can find flowers <sup>3</sup> anyplace <sub>4</sub> anywhere you look. . . . . 29
- 30 I read <sup>5</sup> that <sub>6</sub> where rain is expected. . . . . 30
- 31 I am <sup>1</sup> some <sub>2</sub> somewhat taller than Sam. . . . . 31
- 32 He <sup>3</sup> brought <sub>4</sub> took the books to that library. . . . . 32
- 33 A white and a red hen <sup>5</sup> are <sub>6</sub> is lost. . . . . 33
- 34 I think he <sup>1</sup> had ought <sub>2</sub> ought to apologize. . . . . 34
- 35 <sup>3</sup> Us <sub>4</sub> We women are knitting sweaters. . . . . 35
- 36 Seeing the parade, <sup>5</sup> her work was neglected. <sub>6</sub> she neglected her work. . . . . 36
- 37 Mother is <sup>1</sup> lying <sub>2</sub> laying down. . . . . 37
- 38 You have <sup>3</sup> came <sub>4</sub> come a long distance. . . . . 38
- 39 I don't know <sup>5</sup> as <sub>6</sub> whether she likes books. . . . . 39
- 40 The club <sup>1</sup> accepted <sub>2</sub> excepted our offer. . . . . 40
- 41 The water has <sup>3</sup> risen <sub>4</sub> rose eight feet. . . . . 41
- 42 She is <sup>5</sup> really <sub>6</sub> real interested in art. . . . . 42
- 43 A team of <sup>1</sup> us <sub>2</sub> we boys will play. . . . . 43
- 44 I have an <sup>3</sup> invite <sub>4</sub> invitation to Helen's party. . . . . 44
- 45 He was taller than <sup>5</sup> any <sub>6</sub> any other boy present. . . . . 45
- 46 I <sup>1</sup> can <sub>2</sub> cannot see her only on Sundays. . . . . 46
- 47 To whom will you <sup>3</sup> mail it? <sub>4</sub> mail it to? . . . . . 47
- 48 He ran <sup>5</sup> without <sub>6</sub> with hardly any effort. . . . . 48
- 49 Sue has <sup>1</sup> rode <sub>2</sub> ridden my bicycle. . . . . 49
- 50 Joe and <sup>3</sup> he <sub>4</sub> him were partners. . . . . 50
- 51 I insist. You <sup>5</sup> shall <sub>6</sub> will do it instantly! . . . . . 51
- 52 The moon and the sun <sup>1</sup> causes <sub>2</sub> cause tides. . . . . 52

8 →

8

Go right on to Number 25.

Go right on to the next page.

DIFFERENCE	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	
Equated score	48	47	46	45	44	43	42	41	40	39	38	37	36	35	34	33	32	31	30	29	28	27	26	25	24	23	22	21	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0

TEST 3. LANGUAGE USAGE (Cont'd)

- I am shorter than <sup>3</sup> he. <sub>4</sub> him. . . . . 53
- They <sup>5</sup> all unanimously <sub>6</sub> unanimously voted "No." . . . . . 54
- The boys <sup>1</sup> shall <sub>2</sub> will enjoy those books. . . . . 55
- Laura <sup>3</sup> sure <sub>4</sub> surely does like me. . . . . 56
- <sup>5</sup> After scolding me, <sub>6</sub> When I had been scolded, I wept. . . . . 57
- I told them <sup>1</sup> whom <sub>2</sub> who I wished would come. . . . . 58
- She has often <sup>3</sup> sung <sub>4</sub> sang in the choir. . . . . 59
- There <sup>5</sup> was <sub>6</sub> were at least a hundred visitors. . . . . 60
- She <sup>1</sup> lay <sub>2</sub> laid on the bed and slept. . . . . 61
- Nobody came but <sup>3</sup> they. <sub>4</sub> them. . . . . 62
- Its speed was equal to <sup>5</sup> an eagle. <sub>6</sub> that of an eagle. . . . . 63
- They have <sup>1</sup> lain <sub>2</sub> laid the cornerstone. . . . . 64
- One of the boys <sup>3</sup> has <sub>4</sub> have fallen. . . . . 65
- Do you recall <sup>5</sup> my <sub>6</sub> me describing it? . . . . . 66

9<sup>a</sup> →

- The flowers came <sup>1</sup> near <sub>2</sub> nearly freezing. . . . . 67
- <sup>3</sup> Who <sub>4</sub> Whom did you try to help? . . . . . 68
- I <sup>5</sup> seldom ever <sub>6</sub> hardly ever ride to school. . . . . 69
- Has the burglar alarm <sup>1</sup> rang? <sub>2</sub> rung? . . . . . 70
- <sup>3</sup> Who <sub>4</sub> Whom did you say was coming? . . . . . 71
- Each man and boy had <sup>5</sup> his <sub>6</sub> their task. . . . . 72
- You have <sup>1</sup> less <sub>2</sub> fewer letters today. . . . . 73
- Tom along with his chums <sup>3</sup> is <sub>4</sub> are going. . . . . 74
- Neither rain nor snow <sup>5</sup> stops <sub>6</sub> stop him. . . . . 75
- I think it is the <sup>1</sup> poorer <sub>2</sub> poorest of the two. . . . . 76
- Their guide <sup>3</sup> were <sub>4</sub> was the stars. . . . . 77

Go right on to Number 78.

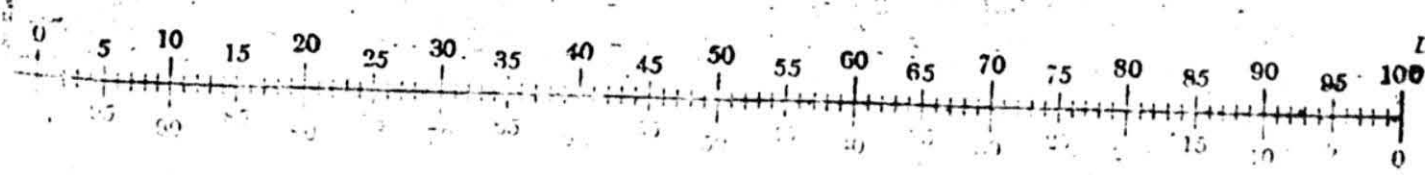
- <sup>5</sup> The two dogs have <sub>6</sub> run a race. . . . . 78
- Our family has <sup>1</sup> its <sub>2</sub> their new car. . . . . 79
- Keep this a secret between you and <sup>3</sup> I. <sub>4</sub> me. . . . . 80
- Is your answer different <sup>5</sup> than <sub>6</sub> from mine? . . . . . 81
- I had one of the best pens there <sup>1</sup> was. <sub>2</sub> were. . . . . 82
- Joe is the <sup>3</sup> fastest <sub>4</sub> faster runner of the two. . . . . 83
- <sup>5</sup> Those <sub>6</sub> That sort of trees grows fast. . . . . 84
- It was <sup>1</sup> he. <sub>2</sub> him. . . . . 85
- He, not others, <sup>3</sup> is <sub>4</sub> are to blame. . . . . 86
- I believed it was <sup>5</sup> she. <sub>6</sub> her. . . . . 87
- The horse has <sup>1</sup> drunk <sub>2</sub> drank his water. . . . . 88
- Nobody brought <sup>3</sup> their <sub>4</sub> his own lunch. . . . . 89
- Do you believe it was <sup>5</sup> him? <sub>6</sub> he? . . . . . 90
- She likes Mary and <sup>1</sup> me. <sub>2</sub> I. . . . . 91

9<sup>b</sup> →

- They asked <sup>3</sup> him and me <sub>4</sub> he and I to ride. . . . . 92
- Did he say it was <sup>5</sup> they? <sub>6</sub> them? . . . . . 93
- I don't care for <sup>1</sup> that <sub>2</sub> those kind of dogs. . . . . 94
- There <sup>3</sup> come <sub>4</sub> comes father and mother. . . . . 95
- He is one of those who <sup>5</sup> does <sub>6</sub> do things. . . . . 96
- The class gave <sup>1</sup> its <sub>2</sub> their play today. . . . . 97
- Each of the men <sup>5</sup> was <sub>4</sub> were present. . . . . 98
- Either of these girls <sup>5</sup> are <sub>6</sub> is reliable. . . . . 99
- <sup>1</sup> Have <sub>2</sub> Has either of you seen our dog? . . . . . 100

End of Test 3. Look over your work.

No. right ( ) × 2 ( )  
 No. omitted ( )  
 Sum ( )  
 Subtract 100  
 Difference ( )



**DIRECTIONS.** Find the answers to these problems as quickly as you can. Write the answers on the dotted lines. Use the margins to figure on.

Answer

- 1 Eighteen hours are what fraction of a day, in simplest form? -----
- 2 Mary pasted together 4 cards, each  $10\frac{1}{2}$  in. long, to make a poster. How many inches long was the poster? -----
- 3 Helen read 14 pages in her history book in 42 minutes. That was an average of how many minutes per page? -----
- 4 At the rate of  $7\frac{1}{2}$  miles in 15 minutes, how many miles will a train go in an hour? -----
- 5 A packing box is  $3' \times 4\frac{1}{2}' \times 6'$ . What is its capacity in cubic feet? -----
- 6 Mr. Barnes invested \$4000 at  $4\frac{1}{2}\%$  interest. How much interest does this investment earn for him each year? -----
- 7 Fred ruled a sheet of paper  $5\frac{1}{4}$  in. wide into columns  $\frac{3}{8}$  in. wide. How many columns did he have? -----
- 8 A floor plan is marked  $1'' = 16'$ . A line  $2\frac{1}{4}$  inches long on this floor plan represents      feet. -----
- 9 Mrs. Stone's bills for the first 4 months of this year were: \$145, \$174, \$162, and \$183. What was the average of her bills for these 4 months? -----
- 10 The diameter of a circular window is 42 inches. What is the circumference in inches? (Use  $3\frac{1}{7}$  for  $\pi$ .) -----
- 11 On January 1 Mary's savings were \$4.18 and Ann's savings were \$5. Mary spent \$1.35 for a ring and Ann spent \$2.69 for a sweater. How much more money did Mary have left than Ann? -----
- 12 A factory owner discharged  $\frac{1}{3}$  of his employees, or 115 men. How many men did he employ before these men were discharged? -----
- 13 Mrs. Roberts has paid \$360 of a \$480 debt. What per cent of the debt has she paid? -----
- 14 A Model XX-R radio sells for \$75. The cost is .6 of the selling price. What is the cost? -----
- 15 The height of a trapezoid is 3 mi. The bases are  $1\frac{1}{2}$  mi. and  $2\frac{1}{2}$  mi. The area is      sq. mi. (Use the formula  $A = \frac{b + b'}{2} \times h$ .) -----
- 16 A factory building was valued at \$20,000 for tax purposes. The rate was \$42.50 per \$1000. What was the amount of the tax? -----
- 17 The day train to Weston leaves at 7:45 A.M. and arrives at 4:15 that afternoon. How many hours does the trip take? -----
- 18 A side of a barn is  $15' \times 30'$ . Only a rectangular section  $6' \times 10'$  has been painted. How many square feet are yet to be painted? -----
- 19 The perimeter of a square is 96 feet. What is the length of a side in feet? -----
- 20 The rainfall this year was 24 in. Last year it was 30 in. Compare this year's rainfall with last year's as a decimal fraction. -----
- 21 How much is the annual premium on a \$6500 life insurance policy based on a premium rate of \$30 per \$1000? -----
- 22 Mr. Brown has an investment at 6% that pays him \$90 interest per year. How much money does he have in this investment? -----
- 23 A radio costing \$60 was sold for \$100. The dealer figured his overhead at \$30. What was his per cent of profit, figured on the selling price? -----
- 24 If +85 represents a point 85 miles north of St. Louis and -65 represents a point 65 miles south of St. Louis, how many miles apart are the two points? -----

Go right on to Problem 13.

Go right on to the next page.

Answer

Answer

Mr. Burns bought 5400 sq. ft. of sod. His lot is 60 ft. wide. If he starts at the front of lot and sods the full width, for how many feet back can he sod the lot?

33 A principal said that .64, or 320, of the pupils in his school have savings accounts. How many pupils are in the school?

Mr. Worth had  $r$  dollars and then earned  $r$  dollars more. How many dollars did he have then?

34 Mrs. North paid \$415 for a bond of \$500 face value, bearing 3% interest. How much interest should she receive annually?

The area of a 10-ft. square is how many square feet greater than the area of a square containing 10 square feet?

35 A building that was valued at \$6000 was insured against fire for 75% of its value at a rate of \$.25 per \$100. What was the amount of the premium?

A loan of \$600 at 6% interest was paid at the end of 8 months. What was the total amount paid then?

36 How many degrees of a circle graph should you shade to show that 40% of all homes now have refrigerators?

The ratio of the width of a rectangle to its length is 3 to 12. Write this ratio in decimal form.

37 An invoice for a \$1000 bill of goods was marked "3%, 30 days; 60 days, net." What should have been the actual cost if payment was made two weeks after receipt?

Triangle  $ABC$  is a right triangle. Angle  $A$  is  $40^\circ$ . How many degrees are there in the other acute angle?

38 Triangles  $ABC$  and  $A'B'C'$  are similar. Side  $AB$  is 10", side  $BC$  is 15", and side  $A'B'$  is 30". How long is side  $B'C'$ ?

At the time that a pole 10 ft. high casts a shadow 5 ft. long, a smokestack casts a shadow 36 ft. long. How tall is the smokestack?

39 The area of a square lot is given as 14,400 sq. ft. What is the length of one side of the lot in feet?

One ounce is what decimal fraction of a pound, correct to the nearest hundredth?

40 What does \$2000 amount to in 1 year at 4% interest, compounded semiannually?

Go right on to Problem 33.

End of Test 4. Look over your work.

**DIRECTIONS.** Get the answers to these examples as quickly as you can without making mistakes carefully at each example to see what you are to do.  
 As soon as you have finished an example, write the answer on the line provided at the right.  
 Be sure to put your answer on the line that has the same number as the number of the example.

1 Multiply  

$$\begin{array}{r} 263 \\ \times 600 \\ \hline \end{array}$$

2  $45 \overline{)2385}$

3 Add  

$$\begin{array}{r} 864137 \\ 529713 \\ \hline 800426 \end{array}$$

4 Subtract  

$$\begin{array}{r} 8 \\ - 7\frac{3}{5} \\ \hline \end{array}$$

5 Subtract  

$$\begin{array}{r} 474051 \\ - 285622 \\ \hline \end{array}$$

6 Add  

$$\begin{array}{r} \frac{1}{10} \\ + \frac{1}{10} \\ \hline \end{array}$$

7 Multiply  

$$\begin{array}{r} 2.478 \\ \times 100 \\ \hline \end{array}$$

8  $\frac{1}{8} \times \frac{9}{10} =$

9  $\frac{1}{20} = \text{---}\%$

10 Subtract  

$$\begin{array}{r} \frac{5}{8} \\ - \frac{1}{2} \\ \hline \end{array}$$

11 Multiply  

$$\begin{array}{r} .053 \\ \times .13 \\ \hline \end{array}$$

12  $.06 = \text{---}\%$

13 Subtract  

$$\begin{array}{r} 4356.3562 \\ - 921.6067 \\ \hline \end{array}$$

14 Multiply  

$$\begin{array}{r} 257 \\ \times 320 \\ \hline \end{array}$$

15 20% of \$18.00 =

16 17% =  $\frac{\text{---}}{100}$

17  $\frac{5}{25} = \text{---}\%$

18 Find the average  

$$\begin{array}{r} 9 \text{ lb.} \\ 24 \text{ lb.} \\ 10 \text{ lb.} \\ \hline 17 \text{ lb.} \end{array}$$

19  $\frac{1}{4} \div 4 =$

20 Add  

$$\begin{array}{r} 261.719 \\ 5.304 \\ 43.756 \\ 749.023 \\ \hline 800.214 \end{array}$$

Answers

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

7 \_\_\_\_\_

8 \_\_\_\_\_

9 \_\_\_\_\_

10 \_\_\_\_\_

11 \_\_\_\_\_

12 \_\_\_\_\_

13 \_\_\_\_\_

14 \_\_\_\_\_

15 \_\_\_\_\_

16 \_\_\_\_\_

17 \_\_\_\_\_

18 \_\_\_\_\_

19 \_\_\_\_\_

20 \_\_\_\_\_

Go right on to Example 21 on the next page.

Add

$$\begin{array}{r} 18\frac{1}{3} \\ 15\frac{1}{3} \\ \hline 6\frac{1}{3} \end{array}$$

22

$$13 \overline{)23402}$$

23

Add

$$\begin{array}{r} 3 \text{ yr. } 6 \text{ mo.} \\ 1 \text{ yr. } 9 \text{ mo.} \\ \hline 2 \text{ yr. } 3 \text{ mo.} \end{array}$$

24

$$\frac{2}{10} \times 2\frac{1}{2} =$$

Answer

21 -----

22 -----

23 yr. mo.

24 -----

25 -----

26 -----

27 -----

28 -----

29 \$ -----

30 -----

31 yr. mo.

32 \$ -----

33 \$ -----

34 \$ -----

35 -----

36 -----

37 ----- %

38 \$ -----

$$\frac{1}{8} \div 2\frac{5}{8} =$$

25

$$.75 \overline{)6}$$

27

$$23 \overline{)11732}$$

28

$$273 \overline{)153699}$$

Selling price = \$250  
 Rate of commission = 4%  
 Commission = \$ \_\_\_\_\_

30

$$32 \overline{)5.6}$$

31

Subtract

$$\begin{array}{r} 6 \text{ yr. } 3 \text{ mo.} \\ 2 \text{ yr. } 9 \text{ mo.} \\ \hline \end{array}$$

$$50\% \text{ of } \$12 =$$

33 Principal = \$150  
 Rate = 6%  
 Time = 4 mo.  
 Interest = \$ \_\_\_\_\_

34 Marked price = \$80  
 Discount = 25%  
 Net price = \$ \_\_\_\_\_

35

6c = 42  
 c = \_\_\_\_\_

$$6 = 31$$

$$b =$$

37 Principal = \$600  
 Annual interest = \$12  
 Rate of interest = \_\_\_\_\_ %

38

$$\frac{1}{3}\% \text{ of } \$600 =$$

Turn the page and go right on to Example 39.



Danube							
Mississippi							
Yanetze							
Amazon							
Nile							

Miles  
500 1000 1500 2000 2500 3000 3500

FIG. 1

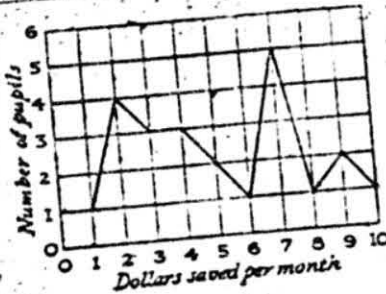


FIG. 2

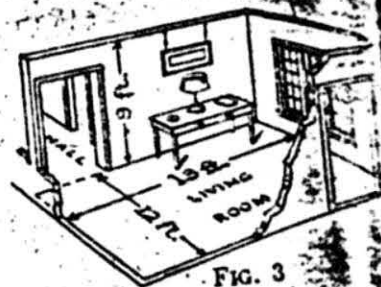


FIG. 3

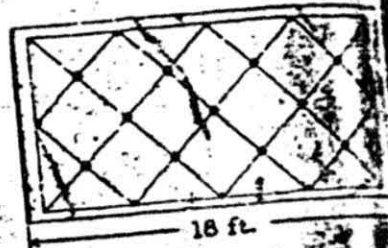


FIG. 4

39 What river is about  $1\frac{1}{2}$  times as long as the Mississippi, according to Figure 1?

40 According to Figure 2, the number of pupils saving \$7 per month was how many more than the number of pupils saving \$5 per month?

41 What is the volume of the room shown in Figure 3 in cubic feet?

42 What is the area of the rug shown in Figure 4 in square yards?

43 Assessed valuation = \$1000  
 Tax rate per \$100 = \$1.75  
 Amount of tax = \$

44  $m - 6 = 18$   
 $m =$

45 List price = \$600  
 Discounts = 25%; 10%  
 Net price = \$

16  $\sqrt{144} =$

47 Subtract  

$$\begin{array}{r} -4 \\ +4 \\ \hline \end{array}$$

48  $6b - 4 = 44$   
 $b =$

49  $\$75 = 37\frac{1}{2}\%$  of \$

50 If 25% of a number is \$1.25, what is the number?

51  $15 = \%$  of 3.

52  $3:4 = 6:$

53 Add  

$$\begin{array}{r} -19 \\ +13 \\ \hline \end{array}$$

54 
$$\frac{-21}{+7} =$$

55  $\frac{m}{5} = 15$   
 $m =$

56 Multiply  

$$\begin{array}{r} +3r \\ -3 \\ \hline \end{array}$$

57  $5m + m - 8m =$

Answer
39
40
41
42
43 \$
44
45 \$
46
47
48
49 \$
50 \$
51
52
53
54
55
56
57

Go right on to Example 58 on the next page.



**DIRECTIONS.** In each exercise one of the three numbered answers is the best answer. Note the number of this answer. Then mark the answer space at the right which is numbered the same as the answer you have selected.

**SAMPLES.**

- A The Bible is the name of a — 1 place 2 book 3 country ..... A
- B Jack Spratt could eat no — 4 meat 5 bread 6 fat ..... B

---

- 1 "Old Ironsides" was a — 1 train 2 general 3 battleship ..... 1
- 2 Paul Revere's ride began — 4 at seven 5 before midnight 6 at twilight ..... 2
- 3 Peter of Holland saved his country from — 7 flood 8 war 9 famine ..... 3
- 4 Mrs. Wiggs and her family lived in — 1 Ireland 2 the Cabbage Patch 3 the Greenwood ..... 4
- 5 Hans Brinker was a hero of — 4 Holland 5 Belgium 6 Norway ..... 5
- 6 Toby Tyler spent ten weeks with a — 7 carnival 8 theater 9 circus ..... 6
- 7 Bluebeard killed his — 1 wives 2 enemies 3 brothers ..... 7
- 8 Old Aunt Mary's home was in the — 4 city 5 village 6 country ..... 8
- 9 Bill Cody was a famous — 7 musician 8 scout 9 lawyer ..... 9
- 10 Booker T. Washington was born a — 1 prince 2 slave 3 hunchback ..... 10

---

- 11 The Lady of the Lake gave King Arthur his — 4 sword 5 armor 6 shield ..... 11
- 12 The gingham dog and the calico cat began to fight at — 7 half-past twelve 8 noon 9 dawn ..... 12
- 13 Troubles came from the box of — 1 Arachne 2 Syrinx 3 Pandora ..... 13
- 14 The girl who went to the land of Oz was — 4 Mary 5 Dorothy 6 Wendy ..... 14
- 15 The singing animals frightened away the — 7 children 8 butchers 9 robbers ..... 15
- 16 Sindbad was a — 1 sailor 2 dwarf 3 knight ..... 16
- 17 A twenty-year sleep reminds us of — 4 Uncle Tom 5 Sleeping Beauty 6 Rip Van Winkle ..... 17
- 18 Dete took Heidi to live with her — 7 grandfather 8 aunt 9 cousin ..... 18
- 19 Dr. Dolittle doctored — 1 people 2 animals 3 fairies ..... 19
- 20 Little Lord Fauntleroy won the heart of his — 4 uncle 5 cousin 6 grandfather ..... 20
- 21 Tom the chimney sweep became a — 7 trout 8 water-baby 9 lobster ..... 21
- 22 Harvey Cheyne was washed overboard off the Banks of — 1 Florida 2 Alaska 3 Newfoundland ..... 22
- 23 Gigi the tumbler ran away from the — 4 soldiers 5 gypsies 6 ladies ..... 23
- 24 "Little Men" is by the author of — 7 "Eight Cousins" 8 "Barnaby Lee" 9 "Daniel Boone" ..... 24

Go right on to the next page.

DIFFERENCE	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99
Equated score	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99																																		

Uncle Standish sent his marriage proposal to Priscilla by —	1 Alden	2 Smith	3 Raleigh	25	1	2	3
The little Indian girl Chi-wee lived in a —	4 town	5 forest	6 pueblo	26	4	5	6
Romulus and Remus were raised by a —	7 wolf	8 fairy	9 god	27	7	8	9
Paul Bunyan was a —	1 Pilgrim	2 woodsman	3 dwarf	28	1	2	3
"The Perfect Tribute" is about —	4 Abraham Lincoln	5 Sir Pitt	6 Le Dauphin	29	4	5	6
Shwartz and Hans were turned into black —	7 cows	8 cats	9 stones	30	7	8	9
"Skyward" is the story of Admiral —	1 Caperton	2 Towers	3 Byrd	31	1	2	3
"The Lance of Kanana" is a story of —	4 France	5 Arabia	6 Russia	32	4	5	6
"When Buffalo Ran" is a story of —	7 Indians	8 cowboys	9 traders	33	7	8	9
Baba's brother was —	1 generous	2 wealthy	3 brave	34	1	2	3
The Jatakas are tales of —	4 Iceland	5 Germany	6 India	35	4	5	6
Mary went to live with —	7 Cricket	8 Mrs. Wiggs	9 Anne of Green Gables	36	7	8	9
The person who sought for the golden fleece was —	1 Jason	2 Balder	3 Siegfried	37	1	2	3
The Cobbler who ruled the King was —	4 Tim	5 Simon	6 Jean	38	4	5	6
<b>17→</b>							
"Captains Courageous" was written by —	7 O. Henry	8 Longfellow	9 Kipling	39	7	8	9
The Swallow Mail was established by —	1 Franklin	2 King Koko	3 Dr. Dolittle	40	1	2	3
Christopher Carson is better known as —	4 Kit	5 Christie	6 Chris	41	4	5	6
The Three Musketeers were —	7 English	8 French	9 German	42	7	8	9
Wendy, John, and Michael flew to Never Never Land with	1 Davy	2 Peter Pan	3 Sindbad	43	1	2	3
Cinderella's shoes were made of —	4 fur	5 leather	6 wood	44	4	5	6
Mary Rose was the name of a —	7 girl	8 flower	9 town	45	7	8	9
The three Mulla-Mulgars were —	1 dogs	2 donkeys	3 monkeys	46	1	2	3
Anna danced for the —	4 priest	5 Czar	6 soldier	47	4	5	6
Little Maia went to live at the —	7 farm	8 school	9 pastor's house	48	7	8	9
John was brought up in —	1 France	2 India	3 England	49	1	2	3
The boy who tended the goats was —	4 Moni	5 Rudi	6 Joe	50	4	5	6

End of Test 6. Look over your work.

No. right ( ) × 3 ( )

No. omitted ( )

Sum ( )

Sum + 2 ( )

Subtract ( 25 )

Balance ( )

5 10 15 20 25 30 35 40 45 50

DIRECTIONS. In each exercise one of the three numbered answers is the best answer. Note the number of this answer. Then mark the answer space at the right which is numbered the same as the answer you have selected.

SAMPLES.

- A The number of stripes in our flag is — 1 six 2 seven 3 thirteen
- B Which of the following was an Indian? 4 Hiawatha 5 Buffalo Bill 6 John Smith
- 1 A French officer who aided Washington was — 1 Lafayette 2 Pulaski 3 Kosciusko
- 2 It is not safe to pass another car on — 4 a curve 5 the open road 6 wet pavement
- 3 The decision of a jury is called — 7 a lawsuit 8 a verdict 9 an indictment
- 4 The number of U. S. Senators from each state is — 1 two 2 three 3 four
- 5 The Quakers are a — 4 tribe of Indians 5 political party 6 religious sect
- 6 One of the original thirteen states was — 7 Massachusetts 8 Alabama 9 Tennessee
- 7 The first man to fly across the Atlantic alone was — 1 Langley 2 Lindbergh 3 Byrd
- 8 Augustus Caesar was a famous Roman — 4 artist 5 singer 6 emperor
- 9 The principal Northern general in the Civil War was — 7 Grant 8 Sheridan 9 McClellan
- 10 Texas was once owned by — 1 Portugal 2 Great Britain 3 Mexico
- 11 Embargo acts deal with — 4 mines 5 railroads 6 exports
- 12 Neighborhood grocers buy canned goods by the — 7 can 8 case 9 carload
- 13 The Greek theaters were copied in modified form by the — 1 Romans 2 Church 3 Chinese
- 14 The greatest violin makers were — 4 Romans 5 Egyptians 6 Italians
- 15 The power of levying taxes is reserved to — 7 Congress 8 the President 9 the Cabinet
- 16 Sir Walter Raleigh was a favorite of — 1 Henry VIII 2 Isabella 3 Elizabeth
- 17 Clara Barton is remembered as a — 4 writer 5 singer 6 nurse
- 18 Virginia was settled chiefly by the — 7 English 8 French 9 Spanish
- 19 The tournaments of the Middle Ages were meetings of — 1 monks 2 actors 3 knights
- 20 The U. S. Constitution was drawn up at — 4 Philadelphia 5 New York 6 Washington
- 21 The Capitol at Washington was once burned by the — 7 French 8 British 9 Spaniards
- 22 An Indian who was a friend of the Pilgrims was — 1 Massasoit 2 Philip 3 Powhatan
- 23 The Pharaohs were — 4 temples 5 tombs 6 kings
- 24 The Pueblo Indian houses were made of — 7 skins 8 wood 9 adobe bricks

Go right on to the next page.

DIFFERENCE	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
Equated score	43	43	44	45	46	47	48	49	50	51	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100																																									

TEST 7. SOCIAL STUDIES: I (Cont'd)

firm believer in the League of Nations was — 1 Harding 2 Wilson 3 Lodge ..... 25 1 2 3

example of an elected officer is a — 4 Federal judge 5 postmaster 6 congressman ..... 26 4 5 6

strictly American creation was the — 7 printing press 8 loom 9 skyscraper ..... 27 7 8 9

who sailed around the Cape of Good Hope? 1 Columbus 2 Da Gama 3 Cabot ..... 28 1 2 3

Constantinople was formerly called — 4 Rome 5 Constantinople 6 Athens ..... 29 4 5 6

organizer of the Rough Riders was — 7 Paul Revere 8 Kit Carson 9 Theodore Roosevelt ..... 30 7 8 9

What kind of writing material probably came first? 1 papyrus 2 skins 3 clay tablets ..... 31 1 2 3

The federal government is the government of the — 4 states 5 nation 6 cities ..... 32 4 5 6

Who is most likely to own it? — 7 electric plant 8 gas plant 9 water system ..... 33 7 8 9

What was President Cleveland's "iceberg" was his — 1 steamboat 2 purchase of Alaska 3 treaty with Canada ..... 34 1 2 3

In the Dark Ages few persons were educated except — 4 soldiers 5 priests 6 nobles ..... 35 4 5 6

What things today are based more and more upon — 7 incomes 8 personal property 9 imports ..... 36 7 8 9

In what year did the United States enter the World War? — 1 1914 2 1917 3 1918 ..... 37 1 2 3

What does the word "right" refer to — 4 property rights 5 the right to vote 6 medical science ..... 38 4 5 6

**19 →**

Where do falls in the home occur most often in — 7 bedrooms 8 kitchens 9 cellars ..... 39 7 8 9

Who was one of the originators of our postal service was — 1 Franklin 2 Jackson 3 Boone ..... 40 1 2 3

In what year was the first wireless message across the Atlantic sent in — 4 1854 5 1901 6 1923 ..... 41 4 5 6

What country was the "Open Door" policy concerned — 7 China 8 Hawaii 9 Cuba ..... 42 7 8 9

When a currency depreciates, its buying power — 1 increases 2 is unchanged 3 decreases ..... 43 1 2 3

Who was the famous artist who was also a great scientist was 4 Da Vinci 5 Rubens 6 Titian ..... 44 4 5 6

Where was the original stadium was in — 7 Greece 8 Rome 9 Babylonia ..... 45 7 8 9

Who invented the wireless telegraph was invented by — 1 Marconi 2 Edison 3 Morse ..... 46 1 2 3

What is a political "plank" is — 4 a slogan 5 a party principle 6 an election ..... 47 4 5 6

How long must the term of any United States Senator must be at least — 7 20 8 30 9 35 ..... 48 7 8 9

Who was the editor of an antislavery newspaper was — 1 Stowe 2 Garrison 3 Douglas ..... 49 1 2 3

Which Amendment authorizing prohibition was the — 4 13th 5 15th 6 18th ..... 50 4 5 6

End of Test 7. Look over your work.

No. right ( ) × 3 ( )

No. omitted ( )

Sum ( )

Subtotal ( 25 )

**DIRECTIONS:** In each exercise one of the three numbered answers is the best answer. Note the number of this answer. Then mark the answer space at the right which is numbered the same as the answer you have selected.

**SAMPLES:** A A day of the week is — 1 January 2 Friday 3 summer  
 B Which of the following is a city? 4 Europe 5 Texas 6 Detroit

- 1 To plow a field means to — 1 seed it 2 turn over the soil 3 cut the grain
- 2 A country protected by many great dikes is — 4 Norway 5 Holland 6 Greece
- 3 The largest bodies of water are called — 7 seas 8 oceans 9 lakes
- 4 Pearls are obtained from — 1 ivory 2 mines 3 oysters
- 5 Calves are branded with — 4 hot irons 5 knives 6 acids
- 6 Much gold is mined in — 7 Ohio 8 Pennsylvania 9 Colorado
- 7 A popular occupation in Holland is — 1 mining 2 dairying 3 watchmaking
- 8 Elephants are used extensively in — 4 Central America 5 India 6 Russia
- 9 Tokyo is a city of — 7 Japan 8 Hawaii 9 New Zealand
- 10 A fertile spot in a desert is called — 1 a mirage 2 an oasis 3 a safari
- 11 The Mississippi flows into the — 4 Hudson Bay 5 Gulf of Mexico 6 Pacific Ocean
- 12 A wood that must be imported by the United States is — 7 maple 8 oak 9 mahogany
- 13 At noon in midsummer in the U. S. the sun is — 1 in the south 2 in the west 3 overhead
- 14 One of the great citrus states in the U. S. is — 4 Louisiana 5 Colorado 6 Florida
- 15 Calico is a kind of — 7 grain 8 cloth 9 dye
- 16 Many ships going from Cuba to New York carry — 1 steel 2 sugar 3 clothing
- 17 "Old Faithful" in Yellowstone Park is a — 4 bear 5 waterfall 6 geyser
- 18 The earliest form of trade was — 7 barter 8 purchase with money 9 by use of credit
- 19 Weaving of cloth is done on — 1 looms 2 spindles 3 carding machines
- 20 A girl named Olga is likely to be — 4 Swedish 5 Spanish 6 German
- 21 Buddhism is a common religion in — 7 India 8 France 9 the United States
- 22 The seacoast of western Europe is — 1 mountainous 2 regular 3 irregular
- 23 New Zealand lies near — 4 India 5 Africa 6 Australia
- 24 A country with about the same latitude as Alaska is — 7 Norway 8 Spain 9 Japan

Go right on to the next page.

DIFFERENCE	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48			
Equated score	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90

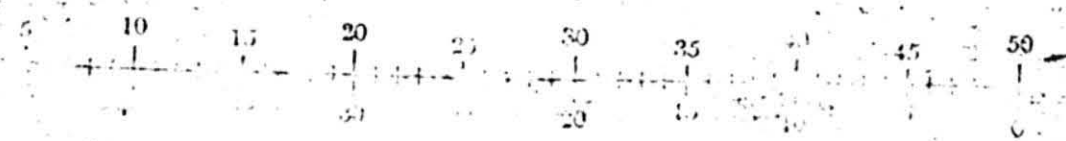
- 1. Most intensively cultivated farming state is -- 1 Iowa 2 Maine 3 New Mexico 25
- 2. Arctic region is the region around the -- 4 Equator 5 North Pole 6 South Pole 26
- 3. Congo pygmies are great -- 7 hunters 8 merchants 9 weavers 27
- 4. In a hot, wet climate we find -- 1 no vegetation 2 dense vegetation 3 arid plains 28
- 5. Country situated on a peninsula is -- 4 Belgium 5 England 6 Norway 29
- 6. Anthracite or "hard" coal -- 7 burns fast 8 makes much smoke 9 makes little smoke 30
- 7. Least-inhabited zone is the -- 1 torrid 2 frigid 3 temperate 31
- 8. Logging and fish canning are important industries of -- 4 Washington 5 Utah 6 Texas 32
- 9. Greatest steel city of America is -- 7 Chicago 8 Pittsburgh 9 Gary 33
- 10. Umaks, keleks, and kayaks are all names of -- 1 boats 2 tribes 3 animals 34
- 11. Number of automobiles in the U. S. is about -- 4 100,000 5 25,000,000 6 130,000,000 35
- 12. Modern farmer must be a fairly good -- 7 public speaker 8 mechanic 9 marksman 36
- 13. Country that has the most people is -- 1 India 2 China 3 the United States 37
- 14. A combine will harvest in one day about -- 4 5 acres 5 60 acres 6 500 acres 38

21 →

- 15. Great cities on the Danube River are Vienna and -- 7 Berlin 8 Budapest 9 Cologne 39
- 16. Which of the following is the most brittle? 1 wrought iron 2 steel 3 cast iron 40
- 17. More than half the oil produced in the U. S. is from the -- 4 East 5 West 6 Southwest 41
- 18. Chief language of Brazil is -- 7 Portuguese 8 Spanish 9 English 42
- 19. Country that imports nearly half its food is -- 1 England 2 France 3 Germany 43
- 20. Crop which enriches the soil is -- 4 clover 5 potatoes 6 tobacco 44
- 21. First ironworkers were brought to America from -- 7 France 8 Spain 9 England 45
- 22. Peking is a city in -- 1 China 2 France 3 Japan 46
- 23. What half of all railroad cars are used to carry -- 4 passengers 5 mine products 6 food 47
- 24. Largest port of the United States is -- 7 Kansas City 8 Pittsburgh 9 Cleveland 48
- 25. Important export of Chile is -- 1 nitrates 2 coffee 3 marble 49
- 26. Grand Canyon of the Colorado River is in -- 4 Colorado 5 Arizona 6 New Mexico 50

End of Test 8. Look over your work.

No. right ( ) × 3 ( )  
 No. omitted ( )  
 Sum ( )  
 Sum + 2 ( )  
 25





**DIRECTIONS.** In each exercise one of the three numbered answers is the best answer. Note the number of this answer. Then mark the answer space at the right which is numbered the same as the answer you have selected.

**SAMPLES.**

- A Horses have — 1 feathers 2 hair 3 scales .....
- B Which of the following is very heavy? 4 cotton 5 cake 6 iron .....
- 1 The heart acts much like a — 1 pump 2 filter 3 sieve .....
- 2 An animal that builds dams is the — 4 opossum 5 raccoon 6 beaver .....
- 3 If a kite falls on an electric wire — 7 climb up for it 8 leave it alone 9 cut the wire .....
- 4 Milk sometimes carries the germs of — 1 measles 2 whooping cough 3 typhoid .....
- 5 Extra sweaters should not be worn — 4 indoors 5 in winter 6 in rainy weather .....
- 6 An instrument for speaking over the wires is the — 7 radio 8 telegraph 9 telephone .....
- 7 Tuberculosis is most often a disease of the — 1 heart 2 lungs 3 liver .....
- 8 An animal which defends itself with its horns is the — 4 porcupine 5 kangaroo 6 moose .....
- 9 A skull with crossed bones under it is the sign of a — 7 laxative 8 poison 9 tonic .....
- 10 The lungs supply the blood with — 1 oxygen 2 carbon dioxide 3 corpuscles .....
- 11 Healthy teeth and gums require — 4 soft foods 5 hard foods 6 much liquid .....
- 12 Tapioca is chiefly — 7 fat 8 sugar 9 starch .....
- 13 Linen comes from the — 1 cotton plant 2 flax plant 3 silkworm .....
- 14 The energy value of foods is measured in — 4 calories 5 degrees 6 pounds .....
- 15 An animal that protects itself by an odorous liquid is the — 7 skunk 8 chipmunk 9 badger .....
- 16 The Milky Way is made of — 1 meteors 2 dust particles 3 groups of stars .....
- 17 The injurious effects of tobacco are due to — 4 opium 5 nicotine 6 cocaine .....
- 18 Fish get oxygen from water by means of their — 7 gills 8 lungs 9 skin .....
- 19 An evergreen tree is the — 1 box elder 2 yew 3 maple .....
- 20 Most numerous of all the animals are the — 4 reptiles 5 mammals 6 insects .....
- 21 The ocean has two high tides and two low tides every — 7 day 8 week 9 month .....
- 22 The normal number of teeth in an adult is — 1 20 2 32 3 40 .....
- 23 The best thing for a cold is — 4 rest in bed 5 hard exercise 6 taking stimulants .....
- 24 The freezing point of water on the common house thermometer is — 7 0° 8 32° 9 212° .....

Go right on to the next page.

DIFFERENCE	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46				
Equated score	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90

Chemical used in the purification of water is — 1 arsenic 2 phenol 3 chlorine	25	1	2	3
The sun is a great ball of — 4 hot metal 5 reflecting material 6 glowing gases	26	4	5	6
An adult human heart is about the size of — 7 the fist 8 the head 9 an egg	27	7	8	9
Loud and boisterous bird is the — 1 blue jay 2 thrush 3 wren	28	1	2	3
Clouds are most like — 4 frost 5 steam 6 dew	29	4	5	6
Nothing would burn in the absence of — 7 hydrogen 8 nitrogen 9 oxygen	30	7	8	9
Thinning out the branches of a tree is called — 1 felling 2 pruning 3 grafting	31	1	2	3
Pneumonia most resembles — 4 dyspepsia 5 rheumatism 6 sore throat	32	4	5	6
The optic nerve is the nerve of — 7 sight 8 hearing 9 taste	33	7	8	9
The egg, larvae, pupa, and adult are the four stages of — 1 a fish 2 a mammal 3 an insect	34	1	2	3
An oil-exploding engine was invented by — 4 Diesel 5 Watt 6 Wright	35	4	5	6
Fungi are — 7 drugs 8 tiny plants 9 animals	36	7	8	9
A plant often grown and then plowed under as a fertilizer is — 1 clover 2 wheat 3 corn	37	1	2	3
By weight cucumbers are chiefly — 4 mineral 5 water 6 carbohydrates	38	4	5	6
<b>23 →</b>				
An avalanche destroys by — 7 burning 8 exploding 9 sliding	39	7	8	9
Which of the following liquids evaporates most rapidly? 1 oil 2 water 3 gasoline	40	1	2	3
An example of a one-celled organism is a — 4 bacterium 5 mosquito 6 clam	41	4	5	6
A common tool that is a lever is the — 7 saw 8 plane 9 wedge	42	7	8	9
Which of the following is <i>not</i> a pure physical color? 1 blue 2 green 3 red	43	1	2	3
Animals with backbones are known as — 4 mammals 5 vertebrates 6 invertebrates	44	4	5	6
The wire inside a light bulb is called a — 7 filament 8 fuse 9 circuit	45	7	8	9
The siphon operates by — 1 gravity 2 electricity 3 air pressure	46	1	2	3
An example of a chemical element is — 4 zinc 5 plaster 6 water	47	4	5	6
To which of these animals is the bat most closely related? 7 owl 8 mouse 9 butterfly	48	7	8	9
An example of a simple reflex is — 1 sneezing 2 sleeping 3 walking	49	1	2	3
A root that we eat is the — 4 potato 5 onion 6 beet	50	4	5	6

End of Test 9. Look over your work.

No. right ( ) × 8 ( )

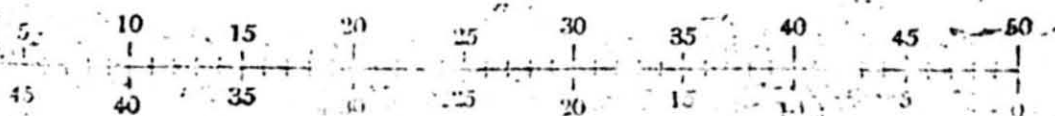
No. omitted ( )

Sum ( )

Sum + 2 ( )

Subtract 25

Difference ( )



CHAPTER V  
THE WORKSHOPS

Teacher workshops, or workshops in which the total educational staff of an educational system participates, is an important factor in the in-service professional education program of Metcalfe County and a most significant agency in a continuous program of in-service growth of the teachers. Miss Barton's role as a supervisor in the workshop program is not that of an instructor but as a coordinator, consultant, and guide.

Miss Barton made many efforts to organize an effectual workshop for the Metcalfe County classroom teachers, and the following are on-and-off campus experimental meetings and discussions that preceded the planning of an ideal workshop in the summer of 1946.

Preliminary Experimentation in In-Service Education.- An experimental teacher-education program was initiated in July, 1945, by the Metcalfe County Board of Education, Acting Superintendent Williams, and Miss Barton. This was a one-day meeting held on the campus of Western Kentucky Teachers College, at the Rural Demonstration School, under the direction of Miss Ethel Clark, and attended by twenty-five teachers.

The teachers met at Edmonton early on the morning of July 8, where a school bus had been provided for their transportation by the board of education. On arriving at the campus Miss Barton took them to the Rural School for a day of visitation. Miss Clark had a prominent display of new multi-sensory aids. When the work had been completed, Miss Clark allowed the pupils to go home and then held a discussion period with the teachers, who wanted to ask questions and who wanted to have the use of multi-sensory aids explained.

- 1 ----- 26
- 2 ----- 27
- 3 ----- 28
- 4 ----- 29
- 5 ----- 30
- 6 ----- 31
- 7 ----- 32
- 8 ----- 33
- 9 ----- 34
- 10 ----- 35
- 11 ----- 36
- 12 ----- 37
- 13 ----- 38
- 14 ----- 39
- 15 ----- 40
- 16 ----- 41
- 17 ----- 42
- 18 ----- 43
- 19 ----- 44
- 20 ----- 45
- 21 ----- 46
- 22 ----- 47
- 23 ----- 48
- 24 ----- 49
- 25 ----- 50

Grade 7	NUMBER RIGHT	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
	EQUATED SCORE	38	39	40	41	42	43	44	45	46	47	47	48	48	49	50	50	51	52	52	53	54	54	55	55	56	57	58	59	59	60	61	62	62	63	64	65	66	67	68	69	70	71	73	74	75	77	78	80	82	85	88
Grades 8 and 9	NUMBER RIGHT	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
	EQUATED SCORE	39	40	41	42	44	45	47	48	49	50	51	52	53	54	55	55	56	57	58	59	59	60	61	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	78	80	82	84	86	88	90	92	95	98		

TABLE X  
PROGRESS SHOWN IN TESTING (FOUR MONTHS PERIOD)

Student	Paragraph Meaning		Word Meaning		Language Usage		Arith. Reasoning		Arith. Computation		Spelling		Average		School	
	'46 Sept.	'47 Jan.	'46 Sept.	'47 Jan.	'46 Sept.	'47 Jan.	'46 Sept.	'47 Jan.	'46 Sept.	'47 Jan.	'46 Sept.	'47 Jan.	'46 Sept.	'47 Jan.		
#1	3.8	5.0	3.5	4.5	3.8	5.2	4.0	5.5	3.7	4.8	4.6	4.7	3.8	5.0	A	
#2	3.8	4.2	3.6	4.4	3.7	4.1	3.8	4.0	3.5	4.0	4.4	4.5	3.8	4.2		
#3	3.4	4.6	3.4	3.4	3.4	4.4	4.4	4.8	3.4	4.8	3.5	3.8	3.5	4.3		
#4	5.0	5.5	4.7	5.0	5.4	7.0	6.2	7.8	5.9	6.6	4.2	4.2	5.2	6.1		
#5	5.5	5.8	4.8	5.1	4.9	6.2	6.6	6.2	6.6	6.8	4.1	4.2	5.0	5.7		
#6	4.8	6.4	5.4	6.8	8.1	8.8	4.4	5.1	4.8	4.4	7.4	7.4	5.8	6.4		
#7	3.0	3.8	3.0	3.4	3.5	4.1	3.6	3.6	5.5	5.4	3.9	4.4	3.9	4.1		B
#8	4.1	4.6	3.7	4.3	4.3	4.6	5.1	5.1	3.8	4.0	4.0	4.7	4.1	4.5		
#9	4.2	4.5	3.8	4.3	4.2	4.8	4.6	5.1	3.4	3.7	4.4	5.5	4.1	4.6		
#10	3.2	3.8	3.6	3.6	4.3	4.3	4.0	4.0	3.7	4.0	4.6	5.1	3.9	4.1		
#11	7.8	8.3	6.8	7.2	9.8	10.3	9.5	8.5	7.0	9.5	5.4	9.3	7.7	8.8	C	
#12	5.0	5.8	4.2	5.1	5.0	5.4	6.0	5.9	5.9	6.2	4.9	5.2	5.1	5.6		
#13	3.5	4.4	2.9	4.2	3.6	3.4	3.8	4.0	3.5	3.6	4.0	4.6	3.5	4.0		
#14	3.0	3.0	2.5	2.6	2.8	3.5	3.3	4.4	3.5	3.7	2.8	2.7	3.0	3.3		
#15	3.1	3.9	2.6	2.7	4.1	3.8	3.4	3.8	3.4	3.5	4.1	4.0	3.4	3.6		
#16	3.0	3.2	2.6	2.6	3.4	2.9	3.6	3.8	3.1	3.2	3.2	3.8	3.1	3.2		
#17	3.2	3.1	3.2	3.7	4.1	3.3	3.8	4.8	3.4	3.2	4.0	3.9	3.0	3.6		
#18	6.0	5.5	4.2	4.2	5.0	3.8	6.0	6.2	4.8	5.5	4.3	4.0	5.0	4.8		
#19	4.6	5.8	5.4	5.6	5.4	4.7	5.6	6.6	4.6	4.7	4.3	4.6	4.9	5.3		
#20	3.7	3.2	4.1	3.7	4.7	4.6	5.5	5.6	5.2	5.6	4.5	4.8	4.7	4.6		

TABLE X (Continued)

Student	Paragraph Meaning		Word Meaning		Language Usage		Arith. Reasoning		Arith. Computation		Spelling		Average		School
	'46 Sept.	'47 Jan.	'46 Sept.	'47 Jan.	'46 Sept.	'47 Jan.	'46 Sept.	'47 Jan.	'46 Sept.	'47 Jan.	'46 Sept.	'47 Jan.	'46 Sept.	'47 Jan.	
#21	6.8	7.8	5.9	7.0	3.9	5.2	5.9	7.2	5.2	5.9	5.6	10.9	5.5	7.6	D
#22	6.6	7.8	7.8	7.8	6.2	6.6	7.2	7.8	5.8	7.2	9.3	10.0	7.1	8.0	
#23	4.1	4.1	4.4	4.8	3.5	3.9	4.6	4.6	4.4	5.0	4.4	7.4	4.2	4.9	
#24	7.6	9.0	8.1	8.3	4.6	6.0	5.5	11.9	6.0	8.3	6.2	10.9	6.3	9.0	
#25	5.9	5.6	5.1	5.5	4.3	4.5	6.6	6.8	5.4	5.5	6.6	7.0	5.7	5.8	
#26	5.0	5.0	4.5	5.5	4.0	4.4	5.5	5.9	4.9	5.1	4.8	6.6	4.8	5.4	
#27	5.7	8.3	6.4	7.8	5.9	5.6	4.2	5.9	4.2	5.6	4.9	6.6	5.2	6.6	
#28	4.8	4.8	5.9	7.0	4.5	4.6	5.9	5.9	5.9	5.9	8.3	5.4	5.8	5.6	
#29	9.0	9.0	9.3	9.0	9.3	9.8	7.2	8.3	7.4	8.3	5.8	6.4	8.0	8.4	E
#30	4.5	5.2	3.7	4.9	3.6	4.7	5.2	5.6	4.4	5.8	4.4	4.7	4.3	5.1	
#31	5.1	5.5	5.0	5.5	4.6	5.1	7.2	9.8	6.2	7.4	6.4	10.0	5.7	7.2	F
#32	3.9	5.9	4.2	7.0	5.0	4.8	5.2	8.5	6.4	7.6	5.5	10.0	5.0	7.3	
#33	4.6	5.8	5.5	7.0	6.2	6.2	6.6	8.5	7.2	9.0	8.3	11.0	6.4	7.6	
#34	6.6	8.1	9.0	9.3	9.3	9.3	6.6	8.3	5.6	5.8	7.8	9.5	7.4	8.4	
#35	3.9	6.4	4.4	5.4	5.4	6.4	6.2	6.2	6.4	6.0	4.5	4.7	5.1	6.0	
#36	3.8	5.0	3.4	3.6	3.6	4.1	3.8	5.1	4.6	5.5	5.0	5.8	4.0	4.8	
#37	3.5	4.6	3.4	4.5	3.7	4.4	4.6	6.2	4.4	5.2	4.5	4.7	4.0	4.2	
#38	5.2	6.4	6.0	6.8	7.8	10.9	7.2	9.0	8.5	8.5	7.0	8.1	6.9	8.3	H
#39	3.0	3.1	3.6	3.4	3.4	3.6	4.0	4.4	3.5	4.4	3.4	3.9	3.4	3.8	
#40	3.4	3.7	3.6	4.2	3.4	4.8	3.3	3.3	3.0	3.3	3.7	3.7	3.3	4.0	

TABLE X (Continued)

Student	Paragraph Meaning		Word Meaning		Language Usage		Arith. Reasoning		Arith. Computation		Spelling		Average		School
	Sept. '46	Jan. '47	Sept. '46	Jan. '47	Sept. '46	Jan. '47	Sept. '46	Jan. '47	Sept. '46	Jan. '47	Sept. '46	Jan. '47	Sept. '46	Jan. '47	
#41	3.2	4.1	4.1	3.7	3.9	4.1	4.6	5.0	3.7	4.2	4.2	4.8	3.9	4.3	H
#42	6.2	9.5	5.8	6.4	6.4	7.6	10.3	10.3	8.1	8.1	5.9	6.3	7.1	8.1	
#43	7.4	8.3	5.5	5.9	7.6	8.1	7.4	11.0	5.6	7.4	5.6	6.4	6.5	7.8	
#44	5.8	8.5	5.8	6.2	5.4	6.2	9.8	11.9	9.8	11.9	6.6	6.8	7.2	8.5	I
#45	3.0	3.2	3.2	4.0	3.4	3.6	3.3	4.0	3.1	3.4	4.0	4.0	3.4	3.7	
#46	4.5	5.1	4.8	4.8	4.3	5.0	4.0	4.6	4.3	4.7	4.2	4.4	4.4	4.8	
#47	4.1	5.0	3.6	4.3	3.4	5.1	3.8	5.1	3.6	4.6	4.4	4.5	3.8	4.8	J
#48	3.4	3.7	2.7	3.5	3.4	3.4	3.3	3.6	3.3	3.5	3.6	3.6	3.3	3.5	
#49	3.2	3.8	3.2	3.6	3.8	4.6	4.0	4.8	3.5	3.5	3.8	4.3	3.6	4.1	
#50	3.5	3.9	3.4	3.2	2.9	3.5	3.1	4.2	3.3	3.5	4.8	5.0	3.5	3.9	

Objective III - To Provide and Maintain a Stock-room of Materials and Equipment Available for the Purchasing Needs of Individual Teachers.

When Miss Barton started her duties as supervisor in 1945, there was a dearth of materials and equipment in the schools of Metcalfe County. The few materials in possession of the teachers were personal property. There were several reasons for this shortage of materials, such as (1) no materials had been furnished by the Board of Education, (2) individual schools had insufficient funds for purchasing materials, (3) there was no place to select and buy materials within a 100-mile radius of Metcalfe County, (4) the teaching staff lacked interest and understanding in the extensive use of materials for instructional purposes, and (5) catalogues of materials were not in the hands of teachers to stimulate an interest in selecting multi-sensory teaching aids.

Miss Barton wanted to provide a central stock-room for materials and equipment purchased in anticipation of teacher need and to make possible direct contact with free materials that would not be accessible to them as individuals.

Aims.- 1. To demonstrate how to collect, organize, and use teaching materials.

2. To provide a source of materials and equipment for teachers and pupils.

3. To give the teachers opportunity to study available materials and to produce new materials as needed.

The achievement of these aims was aided by the cooperation of Mr. Williams and by the board of education, which supplied necessary funds for acquiring new materials for the teacher to purchase at quantity-lot cost.

Miss Barton, with cooperation from certain of the teachers, studied



lists of new materials and equipment and made purchases accordingly. A room in the basement of the Education Building was provided for the stock-room. She displayed various ones of these items in her office, both for teacher inspection and for illustrative purposes.

By giving ice-cream suppers in their schools 37 of the 63 classroom teachers raised a total of \$1,816.41. Most of this money was used in buying materials and equipment sold through Miss Barton's office by the board of education. A list of such purchases follows:

<u>Materials &amp; Equipment</u>	<u>Number of Teachers Purchasing</u>
Number Charts	2
Workbooks (Arithmetic, Social Studies, & English)	72 (some teachers made more than one purchase)
Pencil Sharpeners	27
Globes	13
"Guide for Teaching Elementary Schools" <sup>9</sup>	16
Crayons	7
Maps	17
Dictionaries	18
Diagnostic Reading Tests	15
Pictures	14
Portable Blackboard	1
Atlases	4
Box of Word, Phrase, & Sentence Cards for Reading	3
Card Holder <sup>10</sup> for Reading Cards listed above	1
Box of Water Colors	1

<sup>9</sup> Published by the State Department of Education, Div. of Elem. Schools  
Nashville, Tennessee.

<sup>10</sup> Only one of these was purchased because the teachers made their own  
in the workshop at Western Kentucky Teachers College.

On pages 54-55 is an example of an Instructional Aids Record as set up by Miss Barton. This sheet is turned in by the teachers at the close of each school term.

Evaluation.-- The active participation and cooperation of the board of education, superintendent, supervisor, attendance officer, and classroom teachers of Metcalfe County brought together many valuable materials and equipment with which the average teacher was not acquainted but which could be used advantageously in every school in the county. In interviewing the teachers the writer found that they were planning more extensive ways of earning money for the 1947-48 school term in order to purchase materials and equipment on a larger scale.

The Metcalfe County administrative staff requires that all teaching materials, equipment, and textbooks be turned into the education office for summer storage. These are kept in the materials and equipment stock-room. This space would be inadequate to store all materials during the school session, but the redistribution at the opening of the school year solves the problem of the lack of space. This requirement also eliminates the complaint that things are taken from the school buildings during vacation months.

Free Materials.-- There is an abundance of free and inexpensive materials available to schools to aid in the learning process, of which Miss Barton makes constant use. In Miss Barton's office there is a well worn copy of a two-hundred-page bulletin<sup>11</sup> listing free and inexpensive teaching materials which is published by the Kentucky Department of Education.

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<sup>11</sup>  
"Free and Inexpensive Aids," Educational Bulletin, Vol. X, No. 5 (Frankfort, Kentucky, Department of Education, July, 1942).

Textbooks.- A stock-room for state-adopted textbooks had already been provided by the administrative officers in the basement of the Education Building. Books, grouped according to grades and subjects, are quickly available to classroom teachers, who collect them at the beginning of each school year. This room for textbooks is large and is filled with bookshelves from the floor to the ceiling, which makes for efficient handling.

In the 1946-47 school year the board of education launched a commendable new venture. They purchased, at no cost to the individual schools, three sets of pre-primers plus the companion books for the basal readers through third-grade level. These new free materials are available on a time-limited lending basis from Miss Barton's office. During the writer's work in Edmonton she was impressed with the constant use made of these materials, the care with which the teachers selected the ones needed for their children, and the promptness with which they were returned so the other teachers might check them out.

Another commendable plan used by the Metcalfe County Education Department is that they keep former state-adopted textbooks in this stock-room for valuable references and supplementary materials. A list of these and the grades for which they are recommended was mailed to each teacher during the past year.

INSTRUCTIONAL AIDS

1946 47

Indicate by checking as instructed, materials purchased this year  
SCHOOL..... Teacher.....

Purchased with school funds:

I Reading:

- 1. Word, phrase, and sentence cards for pre-primers, primers, .....first reader (Round About).....
- 2. Companion books for (Indicate number of copies )  
     Times and Places..... People and Progress.....  
     Days and Deeds..... Any others.....

II. Arithmetic:

- 1. Number combination cards as addition.....subtraction  
     ....., multiplication..... division.....
- 2. Workbooks: (Indicate grade and number in each case )  
     a. .... c. ....  
     b. .... d. ....
- 3. Indicate any other materials used:  
     a. ....  
     b. ....

III. Social science:

- 1. Maps (name ).....
- 2. Globe.....
- 3. Workbooks (Grade ).....
- 4. List any other materials used.....

IV. Language: List any materials used.....

V. Spelling: List any materials used.....

VI. Writing: List any materials.....

VII. Other aids:

- 1. Recreational.....
- .....
- .....

2. Furniture.....  
.....

3. Beautification.....  
.....

Furnished by Board of Education:

1. Companion Books (Indicate number )

- |                            |                         |
|----------------------------|-------------------------|
| 1. Rides and Slides.....   | 3. Round About.....     |
| 2. Day in and Day Out..... | 4. Friendly Village.... |
| 5. If I Were Going.....    |                         |

11. Pre-primer (Indicate number )

- |                    |                          |                   |
|--------------------|--------------------------|-------------------|
| 1. Happy Days..... | 2. Rides and Slides..... | 3. Here and T.... |
|--------------------|--------------------------|-------------------|

List any materials other than the above, if they were bought with school funds:

.....  
.....

List below any teaching materials which you may have bought with your own money.....

.....  
.....  
.....  
.....

Remarks:

The outcomes of this first experimental meeting were that Metcalfe County classroom teachers were aroused to the fact that something was needed to raise the quality of their teaching, that the appearance of their school buildings and grounds needed improving, and that multi-sensory teaching aids should be procured.

September - November, 1945, Off-Campus Extension Course.- Being vitally concerned with their own improvement, the teachers desired more of this type of in-service training. In October, 1945, Miss Barton planned another experimental program with Western Kentucky Teachers College, in which Miss Ethel Clark was again director, with the meetings being held in Metcalfe County.

For eight consecutive Saturdays, September through November, Miss Clark met with the teachers in a classroom in the Edmonton Consolidated School. At several of these sessions consultants from Western were brought in; for example, Mrs. Nell G. Travelstead of the Music Department demonstrated practical methods of teaching music in one-teacher schools. These meetings were primarily of the discussion type, centering around the problems presented in Ritter and Shepherd, Methods of Teaching in Town and Rural Schools.<sup>1</sup> The teachers left these meetings with the desire to try out some of the things they had discussed. They felt encouraged to experiment and to share their findings with their pupils and with each other.

This extension course was really a workshop on a limited basis, limited because the teachers were not fully cognizant of its possibilities and, therefore, did not gain the maximum through participating in it. Another

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<sup>1</sup> R. L. Ritter, and L. A. Shepherd, Methods of Teaching in Town and Rural Schools, Iowa State Teachers College (New York, Dryden Press, Inc., 1944).

reason for its functioning only on a limited basis was that materials of instruction were not readily accessible, i.e., the Teacher's Library was still in the preliminary stages of development, and, therefore, the teachers were inclined to adhere to the use of one book rather than to the use of a variety of sources.

Planning for the 1946 Workshop to be Directed by Western Kentucky Teachers College.- Miss Barton, feeling these two experiments had been a success, undertook making plans for an extensive workshop, which is discussed in detail on the following pages. At this point it seems advisable to describe the workshop movement in order to show the reader how it differs from the traditional type of college extension course.

#### The Workshop

A workshop is a school with no courses, no textbooks, and no examinations. In their applications for admission the prospective workshop members state one or more problems on which they would like to work. These are, for the most part, practical problems, such as developing classroom materials for a new course, selecting and building tests, or learning what can be done in school about the emotional problems of maladjusted children.<sup>2</sup>

Beginning of the Workshop Movement.- In 1936, Ralph W. Tyler, chairman of the Department of Education at the University of Chicago, made the workshops for teachers an established feature of summer sessions in universities throughout the country. He provided the idea and the skill and energy in administration which brought the workshop into being. The General Education Board of the Rockefeller Foundation provided the money, which made the

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Paul E. Diederich & William Van Till, The Workshop, A Summary of Principles and Practices of the Workshop Movement, Prepared by American Education Fellowship. (New York, Hinds, Hayden & Eldredge, Inc., 1945), p.1.

necessary funds until the movement became independent of external subsidies. At present, workshops usually either pay their own way or are subsidized by the university which sponsors them.<sup>3</sup>

Aims.<sup>4</sup> 1. To give the participant an opportunity to make an intensive study of an interest which has arisen out of his experience as a teacher.

2. To allow the participant to share in planning a program of individual and group activities designed to meet his needs and those of his fellow workers.

3. To provide the participant with easy access to the services of various staff members, representing a variety of kinds of assistance.

4. To give the participant formal and informal association with other participants of varied background, contributing to his thinking on his specific problems, broadening his general professional orientation, and providing opportunity for experience in cooperative activity.

5. To make an effort to interest the participant in the whole child, the whole school, and the whole community.

6. To prepare him for the solution of other future professional problems by studying specific interests or problems.

7. To afford effort for balanced living with the participant's life as an individual.

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<sup>3</sup>

Ibid., p. 2.

<sup>4</sup>

Barr, Burton, and Brueckner, op. cit., p. 711.



Description of the On-Campus Phase of the First Extensive Workshop for Metcalfe County (June 10-26, 1946).<sup>5</sup>

Transportation.- Transportation was the greatest single problem, since Western Kentucky Teachers College is 51 miles from Edmonton, the starting point for the teachers. The board of education provided a school bus for their daily transportation. The 45 teachers came from their homes to Edmonton and boarded the bus, some making a round-trip total of 130 miles per day. The group arrived at 9:30 in the morning and left at 4:00 in the afternoon each of the thirteen days.

Planning the Schedule.- The planning or schedule committee is one of the working committees that should be established early. The Planning Council (refer to page 41) began planning in January, 1946, for the June workshop. This Council, with Mr. Williams, Miss Barton, Mr. Harvey, and Dr. Cole, handled the implementation of planning and gathered materials and exhibits. Also participating in this session were the county farm agent, county judge, home demonstration agent, and Miss Nona Burress, of the State Department of Education, Frankfort.

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<sup>5</sup>  
Taken from interviews with Miss Barton and Dr. Cole.

Scheduling of the Day.- A typical schedule for any one day included the following:

- 9:00 to 9:30 - Organization for work. Miss Barton, supervisor, directed discussion of the previous day's work, and participants and supervisor planned the work of the day.
- 9:30 to 11:50 - Group discussions. The teachers were divided into two groups. Group I- emergency teachers, with few or no college hours and little or no teaching experience, met with Dr. Cole. Group II- students with two years or more of college work and teaching experience met with an assigned faculty member.
- 12:00 to 12:45 - Luncheon at Potter Hall and relaxation period in living room of Potter Hall.
- 12:45 to 1:15 - Activity period in public school music with Miss Ethel Barnard, third grade critic teacher.
- 1:15 to 2:15 - Group discussions.  
Group II met with Dr. Cole.  
Group I met with an assigned faculty member.
- 2:15 to 4:00 - Activity period in making materials needed in their individual schools, such as (1) the printing or lettering of word, phrase, and sentence cards to accompany the Alice and Jerry books, (2) making holders for these, (3) making sample experience charts, (4) collecting pictures and other materials needed in building specific units of work, (5) making combination cards for arithmetic drill.

Variety of Experiences Offered During the Thirteen-Day Period.- The thirteen days of the campus phase of the workshop were characterized by a great variety of experiences and contact with many members of the Western faculty.

During certain days of the second and third weeks the 9:30 to 11:50 period was devoted to carefully planned observation in the various rooms of the Laboratory School. No more than fifteen teachers were assigned to a given room. In the afternoon from 1:15 to 2:00 the teachers met with the critic teacher who had taught for them during the morning, and the observations were discussed in detail. Mr. Ivan Wilson, head of the Art Department, conducted discussions of creative art with children. To close his part of the workshop program Mr. Wilson took them to the art gallery and explained in detail each exhibit which demonstrated the principles he had set up for the Metcalfe County teachers.

During four days of the workshop Miss Lillian Russell, reading consultant from Row, Peterson, and Company, and Miss Mary Swain, reading consultant for Scott, Foresman and Company, worked with small groups, demonstrating the best use of the state-adopted textbooks and related materials. During this time they brought in children from the Rural Demonstration School and taught actual lessons. Both consultants gave the entire day to the workshop and participated in all the activities, including the construction period.

The activity period used all the facilities of the campus: (1) the workrooms #126, 127 in Cherry Hall, (2) the textbook and children's literature exhibits, third floor of the library, (3) tables in the main reading room on which bulletins for the workshop were displayed, (4) a special table in the periodical room where pertinent magazine materials

were displayed daily by Miss Margie Helm, librarian, and the library staff, (5) the reading room in the Kentucky Library in the Kentucky Building, and (6) every room of the Laboratory School.

At the close of each day Miss Barton, Dr. Cole, and other staff members and consultants spent a minimum of an hour discussing the progress made during the day and setting a tentative plan for the next day.

The campus phase of the workshop gave major attention to the teaching of reading and such other language arts as handwriting and spelling, at all grade levels. Ways to teach arithmetic, the social studies, language, and art were woven into the discussion, but the special work in these fields was left to the off-campus portion of the workshop, which followed on eight Saturdays from August to December. For example, Mrs. Jane Calloway, Art Consultant for Central School Supply Company, spent three days in the county working with the children and teachers in the field of creative art.

The Western faculty saw to it that the Metcalfe County group was identified with all the summer activities of the college. For example, they were invited to the three chapel programs which came during their period on the campus. When some of the other department of education classes held a watermelon feast at Municipal Park, the Metcalfe County group was included.

The culminating activity of the workshop, July through December, was a three-day visitation period in which Miss Barton, the supervisor, Dr. Cole, the workshop director, and the writer visited twenty-two teachers in the county to observe the functioning of the program of in-service improvement. Following that visitation Miss Barton and Dr. Cole spent several hours in evaluating the things seen and in planning for the future. Throughout the year 1946-47 Miss Barton came frequently to the campus to confer and plan with Dr. Cole and other members of the faculty.

Impressions of a Bystander.— The writer had never seen a workshop in operation until the summer of 1946, when Metcalfe County held its workshop sessions on the campus of Western Kentucky Teachers College. The writer passed the room frequently and, being interested, occasionally stopped at the door to see what was happening in the room that made the participants so enthusiastic in their work. This is what the writer saw on these few occasions.

Twenty or more teachers and a staff member were working as individuals, and in groups around long tables. Materials and equipment, including scissors, paste, rolls of heavy brown paper, children's books, art materials, curriculum exhibits, and reading and art exhibits were available. Evident production was in progress. (The writer has later found that the heavy brown paper was used in making card holders for reading classes). Cases of professional books and bulletins were on one side of the room, and bulletin board exhibits were under analysis. The teachers were trying out water paints, pastels, crayons, and making paper animals and buildings for their schools, under the direction of an art consultant. Material containing curriculum exhibits from all over the United States was being checked by some teachers. Some of them were engaged in animated discussion with Dr. Cole and other staff members. The noise of conversation and movement within the room manifested an eagerness on the part of each participant. Many activities were going on at the same time.

It may seem to the reader that the writer observed too much in the few times of looking in on this amazing activity, but it must be confessed that when the room was empty, or after regular school hours, the writer spent time going into the room and looking at everything available, until an understanding was developed of what was really going on. Needless to say, observing these activities aided in prompting interest in this study.

Functioning of the Characteristics of a Workshop.- The essential characteristics of the first workshop for Metcalfe County, June, 1946, are set forth in the following paragraphs. The characteristics are based upon developments in technique since the inception of workshops as well as upon the original idea.

1. The activity of a workshop is based upon the problems, needs, and interests of the participants.<sup>6</sup>

The members of the Metcalfe County Planning Council met in the office of the supervisor in January, 1946, and put down in writing the professional problem they wanted to work upon in the workshop. The plan first selected was to be built around a demonstration school, which was to be in one of the nearby one-teacher schools. A special teacher was to take charge of the school, and all participants were to meet at the school for morning sessions and to return in the afternoon for discussion with the teachers. But these plans did not materialize. (The problem that finally emerged was ahead for improvement in the teaching-learning situation. This was the area of emphasis which was studied on the campus of Western Kentucky Teachers College during the workshop).

2. Each participant is expected to do something about the group project.<sup>7</sup>

What transforms the workshop into activity is the simple expectation that everyone will do something rather notable for his school. The participant realizes that everyone is going to be curious about what he has done. He can do whatever he likes, but he knows that others, who know

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<sup>6</sup> Diederich and Van Till, op. cit., p. 5.

<sup>7</sup> Ibid., p. 8.

a sound piece of work when they see one, are going to look at the result. This gentle pressure operated throughout Metcalfe County's first workshop.

3. A workshop must exemplify the principles of democracy.<sup>8</sup>

Every step in the program of each group was planned either by the group as a whole or by a committee composed of Dr. Cole, who was selected by the council as workshop director, and Miss Barton, and was always subject to ground approval. There was always the recognition that a workshop member was never told to do anything; he was always asked.

4. In general, a workshop does not evaluate its members. The members evaluate the workshop.<sup>9</sup>

Workshop members are evaluated in two ways: (1) evaluation of each other and (2) by grades. The participants' efforts are subjected to the most rigorous and searching criticism at every stage of progress by other members. In this sort of evaluation it is the product which counts, or the proposed attacks upon a problem. Eight quarter hours of academic credit was granted for participation in this workshop, and for this purpose individual grades had to be turned in to the registrar's office.

Evaluation of the workshop by participants is to find out how effective the workshop has been and in what respects it ought to be improved. There are two methods for evaluation of this type:

1. By utilizing questionnaires.
2. By follow-up investigation. Dr. Cole, staff director, visited a considerable number of participants in their classrooms in Metcalfe County, after the workshop concluded, to find out what effects were observable in

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Ibid., p. 9.

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Ibid., p. 10.

the teaching processes.

Criteria for the Evaluating of Effectiveness of the Workshop.<sup>10</sup> In 1943 the Department of Education of Kentucky in cooperation with the Council on Public Higher Education, the University of Kentucky, the state teachers colleges, the private colleges, and city and county superintendents, set up an emergency program for the education of teachers in service. (See Chapter II, page 7, of this study). An important part of this program was the educational workshop. To direct the efforts of those attempting to set up workshops, the following questions were proposed within which criteria are implied:

1. How have these programs been organized?
2. What has been the center of action in each program?
3. To what extent have these programs attempted to meet THIS YEAR'S NEEDS of the teachers?
4. To what extent have these programs attempted to tie the school activities with living in the community?
5. To what extent have these programs tended to make potentially poor teachers into potentially good teachers?
6. What has been gained by the staffs of these programs which may help them in understanding the problems of the teacher in actual situations?
7. To what extent has the experience in these programs given college staffs a more intimate understanding of the problems of living as they are faced day by day in the communities?
8. To what extent have these programs been able to get a better tie-up

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Barr, Burton, and Brueckner, op. cit., p. 713.



between the day-to-day program in the school and the day-to-day problems of living in the community?

9. Did the workshop offer experiences?

- a. Which would give the teachers a point of view of a community-centered school or a school of social action whose function is to improve living conditions and to improve the quality of life in the community?
- b. In relating instructional materials in the skills or reading and arithmetic to life in the community?
- c. Which would make teachers sensitive to the needs of the children and adults in the community?
- d. In building a total program in all areas of living by integrating the courses of study with real problems in the community life rather than experiences only in developing skills and presenting information?
- e. In evaluating child growth above mere achievement of information?

10. Have these programs revealed a county or community which is willing or anxious to cooperate with the college in tying up the school program with community living?

1947-48 Workshop Experiences.<sup>11</sup> A five-weeks workshop was held in Columbia, Kentucky, on the campus of Lindsey Wilson Junior College, June 2 through July 3, 1947. Only thirteen Metcalfe County teachers participated in this workshop because they were expecting Western Kentucky Teachers

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<sup>11</sup>

Taken from an interview with Miss Barton.

College to sponsor a 1947 workshop in the county. This has not been fully worked out as yet and, therefore, cannot be treated in this study.

This workshop was similar to the one previously discussed. High lights were the demonstration of teaching of reading and use of materials by Miss Lillian Russell, Row Peterson Company Reading Consultant, in the laboratory school of Lindsey Wilson College, and construction periods for making posters, easels, screens, and other items for use in individual schools, directed by Mrs. Jane Calloway, art consultant for Binney and Smith Company.

This workshop will not be discussed in detail in this study because of its similarity to the 1946 workshop held on the Western Kentucky Teachers College campus.

CHAPTER VI  
PART II  
of  
THE SUPERVISORY PLAN IN ACTION  
VISITATION PHASE OF MISS BARTON'S SUPERVISORY PROGRAM

To initiate and organize a rural school program of supervision is a challenge to a beginning supervisor, but the real problem lies in maintaining a continuous program. The first year is a period of acquainting the board of education, superintendent, classroom teachers, and pupils with supervision as a democratic program devised for instructional aid.

In her first year of supervision Miss Barton was interested less in undertaking a large scope of planning than in attempting to improve certain areas in greatest need of attention. She was concerned with long-term objectives that would be progressive throughout her work as supervisor in Metcalfe County. For the second year of the program of supervision Miss Barton maintained her first-year objectives, which are restated here to aid the reader in recall:

- I. To stimulate and develop in-service training of teachers.
- II. To develop a continuing program of achievement testing in Metcalfe County schools.
- III. To provide and maintain a stock-room of materials and equipment available for the purchasing needs of individual teachers.

The following objectives were added for the year 1946-47:

- I. To improve instruction through effective classroom visitations by the supervisor.
  - A. Pre-visitiation activities

B. Visitation activities

1. Observation and evaluation of extra-instructional activities.
2. Observation and evaluation of instructional activities.

C. Post-visitation activities.

II. To improve instruction through having the teaching personnel observe a master teacher at work, usually termed Demonstration Teaching.

As in Chapter IV, these objectives will be discussed according to the setting up of the aims, means of achieving the aims, and apparent outcomes of the program as planned and carried on by Miss Barton.

Objective 1 - To improve instruction through effective classroom visitations by the supervisor.

In various studies dealing with supervisory activities, classroom visitation has been rated as one of the most important functions of a supervisory program.<sup>1</sup>

There was a day when visiting classrooms, taking notes, and conferring with individual teachers was the sum total of supervision, but the old type of "supervisory visit" has broadened to include a wide program of in-service education and cooperative planning.<sup>2</sup>

Teachers react to classroom visitation with varying degrees of increased tension and mental pressure, although most of them pride themselves on ability to keep this nervousness from becoming obvious to the pupils.<sup>3</sup>

<sup>1</sup> W. F. Himmelreich, "Elements of Supervisory Techniques Feasible in a Small School System," American School Board Journal, Vol. 9, No. 5, (Milwaukee, the Bruce Publishing Company, November, 1935), p. 31.

<sup>2</sup> Coleman, op. cit., p. 164.

<sup>3</sup> "A Study in Classroom Visitation," Educational Leadership, Vol. III, No. 4 (Department of Supervision and Curriculum Development, Washington, D. C., N.E.A., January, 1946), p. 170

In an effort to meet the teachers more than half-way in establishing a democratic relationship between teacher and supervisor Miss Barton avoids the following procedures:

1. Inspecting.
2. Taking notes.
3. Causing uneasiness on the part of teachers and pupils.
4. Looking for too many things during one visit.
5. Assuming a military attitude.
6. Making petty criticisms.
7. Breaking into the recitation without invitation.
8. Using a dictatorial manner.

The first principle Miss Barton uses in understanding the teacher is keeping in mind that the teacher is a HUMAN BEING. Miss Barton feels the same responsibility to the teachers as the teacher does to her pupils. She does not spy, criticize, or enumerate mistakes that teachers may make. Rather, she visits as a friend and an experienced advisor to help them to do a better piece of work. She recognizes the complexity of these visits to the teacher and utilizes every possibility to make them mutually worthwhile experiences.

#### Aims of Classroom Visitation.-

1. To create a friendly, receptive attitude on the part of teachers and children to supervision and thus to find a common ground of understanding between the supervised and the supervisor.
2. To approach as nearly as possible the type of visit which will give direct help to the teacher and will establish her understanding and confidence.
3. To arrive at some conclusions as to the effectiveness of the

instruction offered in each rural and consolidated school.

4. To help the teachers understand what is expected of them in the classroom.

5. To help remedy defects in instruction by challenging the teachers to see a need for help and, consequently, to ask for suggestions for arriving at their most effective status.

To make classroom supervision effective and of most good to the teachers, Miss Barton takes into consideration three important phases: (1) pre-visitation activities, (2) visitation activities, and (3) post-visitation activities. Kyte,<sup>4</sup> in discussing supervisory observation of teaching says, "First, the supervisor plans for the projected visit, so that he is thoroughly prepared to make an impersonal, critical observation of teaching. Second, he observes carefully and records faithfully the phase of teaching selected for observation. Finally, he analyzes it critically with the purpose of aiding the teacher in meeting her discovered needs."

#### Pre-Visitation Activities

If the supervisor is studying the teacher, and if there is readiness on the part of the teacher for guidance, classroom visitations seem to be satisfying to both the teacher and the supervisor. To achieve this satisfaction the plans for a day's visitation should be made previous to the visit. If the visitation is planned, it assures the teacher that the supervisor has thought through the school's needs and has selected for emphasis those items which are particularly in need of attention. This tends to make supervision pointed rather than routine inspection of vague

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<sup>4</sup> John C. Almack, et al., Modern School Administration, Its Problems and Progress (Boston, Houghton Mifflin Company, 1933).

observation. Supervisory activity is then aimed toward achieving the goals of the teacher. A planned visit becomes a guide and a stimulus to both the supervisor and the teacher.<sup>5</sup>

In planning for visitations Miss Barton engages in the following activities:

1. The first teachers to be visited are those who are relatively inexperienced, new to the system, or known to need immediate help.

2. The supervisor collects materials, such as posters, workbooks, basal and supplementary readers, pleasure reading books, etc, with which the teacher may be unfamiliar, or to which she does not have immediate access. For example, a teacher may have been in the office on Saturday asking for suggestions concerning a unit she plans to develop on China. Miss Barton will probably take supplementary books for children and suggestions from a unit of work from such a source as Childcraft materials when she goes to watch the teacher launch the unit. Frequently this finding of materials may be a follow-up procedure of a visitation when Miss Barton has seen a need for materials.

3. The supervisor makes a list of anticipated suggestions for the particular schools to be visited.

4. The supervisor looks into the personal file of each teacher to be visited for such things as training, experience, special interests, and needs.

The question as to the kind of visits to make - whether they should be announced or unannounced, on schedule or call, long or short - is still a matter of controversy.<sup>6</sup> They all have their strong and weak points.

<sup>5</sup> Paul B. Jacobson and William C. Reavis, Duties of School Principals (New York, Prentice-Hall, 1942), pp. 512-17.

<sup>6</sup> Himmelreich, op. cit., pp. 31-32.

Pratt<sup>7</sup> in his discussion of techniques of visitation conferences describes the three types.

The visits may be classified as unannounced, scheduled, or on invitation. The unannounced visit is objectionable, in that it may seem to the teacher that the supervisor is trying to catch her at a disadvantage. On this account it tends to put the teacher on the defensive against the supervisor.

The scheduled visit is one which is a natural result of a cooperative study and discussion by the supervisor and teacher. It should be preceded by careful studying and planning.

The advantage of the visit on request is that it assures a proper attitude on the part of the teacher. Insofar as the invitational visit fits in with a definitely formulated plan, it is the best form. It cannot be used exclusively, however, as some teachers in most need of help would never receive it, since such teachers are least apt to invite the supervisor to visit their work.

In comparing the three types Miss Barton uses all three, but favors the invitational. In programming the invitational visit she announces at a teachers' meeting before the beginning of a new school term an approximate date when she can be expected. Her visits, thereafter, are usually made upon request. The important thing that she keeps in mind is that it is essential to visit the teachers at their work in order to be of service to them, and to the professionally minded teacher it is not such an important matter as to how the call is made.

The supervisor knows that an unannounced visit to a classroom can have

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O. C. Pratt, "The Technique of Visitation and Conference with Teachers," American School Board Journal, Vol. 80, No. 49, May, 1930.



been timed unfortunately, but she feels a need for using it because it aids her in obtaining a complete picture of the teacher's capabilities, the schoolroom atmosphere, and the student's esprit de corps which is apparent during work or play. She realizes that, even then, she may fall somewhat wide of the mark in her judgment. As a diagnostician, she is aware that she cannot hope to guide a teacher toward better understanding of pupils without first knowing that teacher. What Miss Barton knows about the teacher after a few visits to her classroom, at first glance seems almost unbelievable to the writer. However, the supervisor is an experienced person and trained to make keen observation.

The degree of participation in the program of work in a given school is one that Miss Barton cannot work out completely before leaving her office. Some teachers welcome such aids as teaching by the supervisor, where others may view it as an indictment of their teaching and react to it with antagonism. Such teachers as the latter require a longer period of orientation in the advantages of supervision. In Metcalfe County, where supervision is comparatively new, there are still a few teachers who resent visits from the supervisor and therefore never request her aid. In those cases Miss Barton feels it unwise to force herself into their school rooms. Experience has shown her that eventually those teachers capitulate, because they wish to be members in good standing of a progressive teaching corps.

#### Visitation Activities

The observation, or actual visitation phase, has a fairly definite technique of its own. Miss Barton uses the following:

1. Enters the room quietly, merely giving a cheerful word of greeting.
2. Takes an inconspicuous position to eliminate undue attention.

3. Follows the work with close attention and with obvious interest.
4. Asks permission of the teacher before breaking into the recitation, unless the teacher requests her to do so during the progress of the class discussion.
5. Lets the visit cover an entire recitation period.
6. Tries to analyze the teaching with reference to its major points of strength and weakness.
7. Leaves the teacher and pupils in a happy state of mind and challenged to greater effort.

On entering a classroom, Miss Barton looks for commendable features of improvement in the appearance of the schoolroom and certain indications as evidence of progress. She is sensitive to atmosphere. The impression received by her ears, as well as her eyes, cannot fail to be revealing. The school room is not a living room but a work room and should be so arranged. Miss Barton looks for well-arranged classrooms that are attractive and are not cluttered with too many distracting ornaments.

She observes not only this "backdrop" but the pupils and teacher as well. What the pupils are doing is important, but how they are doing it is more significant to her. Miss Barton enjoys finding teacher and pupils too occupied to notice her entrance. In this way she has ample opportunity to make mental checks of the following list of questions before the entire classroom is aware of her presence:

1. Is there a teaching-learning situation?
2. Are the pupils happy? Interested? Busy?
3. Is the teacher happy? Interested? Enthusiastic?
4. Is the work for the day planned?
5. Is there an aim for teacher and pupils?

6. Does the teacher like and understand children?
7. Does the teacher know the subject matter?
8. Are the questions used by the teachers well-wored and significant?
9. Is the classroom an attractive work room for the pupils?
10. Does the teacher use multi-sensory aids?
11. Are the children encouraged to volunteer information? Ask questions?

The writer, being desirous of knowing what the teachers expected from their supervisor in classroom visitations, interviewed a majority of the teachers and made the following lists of WHAT THE TEACHERS WANT and DO NOT WANT.

What the Teachers WANT in the Classroom Visit.-

1. Friendly classroom visits.
2. Commendation for good work.
3. Concrete rather than general suggestions.
4. Opportunity to talk over some of their problems.
5. Advice concerning their teaching methods and discipline.
6. Notice and mention of creative work of children which is displayed in the room.
7. Tactful mention and constructive suggestions for improvement.

What the Teachers DO NOT WANT in the Classroom Visit.-

1. Teacher-rating cards. They suggest and prefer rating results of teaching by wise interpretation of achievement tests.
2. Fault-finding criticism.
3. Petty suggestions.
4. Too many suggestions during one visit.
5. Surprise visits.

### Observation and Evaluation of Extra-Instructional Activities

In school visitation one looks not only for teaching procedures of merit, but also for the setting in which it is done. For purposes of this study the former will be referred to as instructional activities and the latter as extra-instructional activities.

The Small Rural School Setting.- Children should have an opportunity to grow and develop in an environment which is cheerful, healthful, orderly, safe, and stimulating. The school shares with the home and the community the responsibility of encouraging right ideals and right practices. The school should provide adequately for mental and physical health.<sup>8</sup> For these reasons Miss Barton is naturally concerned with observing such extra-instructional activities as:

1. The Grounds - including (a) the playground, (b) beautification, (c) water supply, and (d) toilets.
2. The School Building - including (a) painting, (b) floors, (c) heating, (d) ventilation, (e) lighting.
3. The Classrooms - including (a) cleaning, (b) room arrangement, (c) book shelves and supply cabinets, (d) blackboards and bulletin boards, (e) cloakrooms and storage space for fuel.
4. Attention to health, which includes lunch programs.
5. The keeping of permanent records and reports.
6. Promotional practices.
7. Relationship between the school and the community.
8. Ways of celebrating special days.

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<sup>8</sup>  
"Living and Learning in Small Rural Schools," State Department of Education, Division of Elementary Schools, Nashville, Tennessee, 1943, p. 1.

The Grounds.— Some grounds surrounding the one-teacher schools in Metcalfe County are small and inadequate. There are two solutions to this problem: (1) enlisting interest and help of parents in trying to obtain more land, and (2) careful arrangement of the playground. Miss Barton suggests the latter solution to the teachers. A good idea for the arrangement of a playground is given in "Living and Learning in Small Rural Schools."<sup>9</sup>

"In general, play areas should be free from stones, stumps, trees or other objects which are likely to interfere with satisfactory group play. Moreover, the ground should be reasonably level or at least free from holes in which children might step and sprain their ankles. A section should be reserved for the smaller children in the most protected part of the ground. In areas where swings or playground apparatus for small children are to be located, some shade from trees is not objectionable and is sometimes desirable. Most children play in small groups. Provision should be made for an area large enough to take care of small group activities."

Softball equipment is the only outdoor play material in the Metcalfe County one-teacher schools. Most of these schools have a small ball diamond in one corner of the grounds, and both boys and girls participate. In some schools there is horseshoe equipment made possible by boys' bringing horseshoes from home.

The four consolidated schools have swings, horizontal bars, balls of all kinds, and see-saws. Three of the consolidated schools—Center, Summer Shade, and Edmonton—have gymnasiums and have basketball teams. This is the only competitive sport in the Metcalfe County schools.

There is not much beautification in the school yards. Although Miss Barton suggests sowing grass seed and planting flowers, most of the grounds are bare of grass and flowers.

Most of the one-teacher schools have water supplied by cisterns or

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<sup>9</sup>  
Ibid., p. 2.

wells on their grounds. There are no water-fountains in any of the schools. All schools use water buckets with a common dipper or individual cups for drinking purposes. Some of these schools are without a source of water, and the larger boys walk daily to the nearest home and carry water to the schools. The consolidated schools have cisterns as a source of water supply.

Most of the schools have an outdoor toilet, some divided for boys and girls, and some just have one toilet for both boys and girls. These toilets for the most part are dilapidated looking from the outside and not kept too clean on the inside. There are no sanitary indoor toilets in Metcalfe County schools.

Miss Barton checks these in her visitations and suggests that they be kept scrupulously clean. She tries to get the teacher of each school to make daily inspections, or to appoint monitors, to see that the toilets are kept clean and used properly.

The School Buildings.— Miss Barton realizes the students learn more readily and develop more desirable attitudes when their building is attractive, well-equipped, and in good order.

Lack of money for this purpose is evident. The teacher, through giving previously mentioned school programs, occasionally can have her school building painted. She purchases the paint, and the boys in the school, or parents, volunteer to do the painting.

Well-kept floors are essential for room attractiveness. This is a major problem for Miss Barton and the teachers, however, because most of the floors are rotten, with holes in them. Tin-cans are flattened to cover the holes, and even though the teachers and pupils try to keep the floors clean by scrubbing and sweeping, they can never be attractive. The floors in Edmonton Consolidated School are the only floors in the county schools

that are oiled. There is not unanimity of opinion among health experts that oiled floors are best for daily living.

The method of heating in all the schools is by coal stoves. Miss Barton has made the following suggestions to the teachers for keeping the school room comfortable in cold weather:

1. Start the fire at least an hour before the opening of school each day.
2. Keep a kettle of water on the stove at all times it is in use for regulating the humidity.
3. Have a plentiful supply of dry kindling and fuel in the building and a reserve supply in a sheltered place.
4. Have a regular schedule for keeping the fire. This is a responsibility of the boys in the school.
5. Have at least one thermometer in the room.

The following points are observed by Miss Barton in her visitations for ventilation:

Are the windows adjusted to give needed ventilation in all kinds of weather? Are the windows periodically thrown open for a short time to admit fresh air? Are there odors from lunches, wet wraps, from things that are stored, and from crowding together of children?

With the exception of the four consolidated schools there are no electric facilities for lighting the school rooms. In case of dark days candles and coal oil lamps are used. The important factor of lighting in the one-teacher schools is to keep the windows clean in order for light to be admitted to the room. This problem is one of the most serious ones to the supervisor, since it endangers the eyesight of children.

The Classrooms.- Miss Barton uses the following criteria for observing the classroom arrangement:

Is the interior paint clean? Is there evidence that the wall pictures and posters are changed frequently, or are they curled from being displayed beyond their period of usefulness? If there are curtains, are they ragged, or do they indicate regular laundering and care? Do the windows glisten with cleanliness, admit light? Is the floor as clean as possible? Are the desks arranged for maximum efficiency? Is the seating so arranged that children may work in small groups as well as large? Is there sufficient storage space for materials, such as book shelves or cases and supply cabinets? Are blackboards well used by teacher and pupils? Is there a bulletin board which gives evidence of ever-changing material? Is there a place for an orderly system of hanging wraps? (In most cases the one-teacher schools in Metcalfe County have nothing more than nails around the wall for coats?). Is the wood and coal stored neatly?

The Health Center.- At present no one-teacher school in Metcalfe County has a health center. Miss Barton, however, is trying to interest teachers and pupils in establishing one. In her plans the center would accommodate handwashing facilities, including hot water, soap, individual towels, and waste water container; a dressing table with mirror; first aid kit; thermometer; and charts, booklets, and posters on health. The Metcalfe County Health Department is cooperating in this center by supplying Miss Barton with pertinent charts, booklets, and posters.

Lunch Programs.- In order to be healthy, children should have well-balanced, palatable lunches and clean, sanitary, and attractive surroundings in which to eat them. A hot lunch program is made possible with government aid in Edmonton and Summer Shade Consolidated schools, but the



one-teacher schools do not have facilities for providing a hot meal. In the latter schools the children bring their lunches and usually eat them at their desks in the school room. Even with cold lunches there is opportunity to suggest a balanced diet through proper selection of food for the lunches brought from home.

The Keeping of Permanent Records and Reports.- No phase of a teacher's work is more significant than that of keeping accurate records and reports to be turned in to the superintendent's and supervisor's office. Among the important purposes which school records and reports serve in Metcalfe County are:

1. Attendance records kept by teachers constitute the basis for distributing school funds and for planning the educational program.
2. The personal data of individual pupils recorded by teachers are accepted as documentary evidence to establish age, date of birth, health and physical development, and scholastic achievement.

These reports, properly filled in, give the superintendent and supervisor a clear understanding of the relationship of pupil, teacher, parent, and community.

Special reports, such as the instructional aids sheet and the individual reading chart (found on pages 54 and 96) were conducted by Miss Barton, to enable her to anticipate material and equipment needs of teachers for the following year and to show the reading progress of individual pupils which is necessary for organizing a reading program for the next school term.

Promotional Practices.- Although advanced thinking concerning promotional practices has not been generally accepted by the teachers of Metcalfe County, this is one of Miss Barton's goals. Certain of the teachers who

understand and use ability grouping are following these promotional practices, which are described in "Living and Learning in Small Rural Schools".<sup>10</sup> The following lists from the bulletin are those which Miss Barton and the teachers are emphasizing as a basis for their decisions:

1. Is the child placed in the group where he can do his best work - socially, emotionally, physically, and mentally - whether or not he has made the grade standards of attainment?
2. Is the child taken where he is and stimulated to growth of higher levels?
3. When a child is retained in a grade, is he prepared for it and also his parents and his group? Is there no feeling of shame and punishment felt?
4. How much weight should be given to mental equipment in deciding whether or not a child should be promoted or retained?

The following are reasons usually advanced for failing children. Which of them are justifiable?

1. Failure to pass written examination.
2. Failure to work up to his ability, as judged by the teacher.
3. Mental age below his chronological age.
4. Irregularity in attendance.
5. Lack of cooperation on part of child and parents.
6. School entrance at too young an age.
7. Poor health.
8. Teacher fears the pupil will not succeed in the next grade and thus discredit her.

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<sup>10</sup>

Ibid., pp. 83-84.

Relationship Between School and the Community.- The schools hold a prominent place in community life. One of the most important purposes of the school is to improve living in the community.

There are many roads open to a rural teacher for the development of community leadership, but perhaps the most effective is the parent-teacher association. In this way education may be improved by using lay members and the community in the formation of school plans and procedures, and that the school, in turn, can extend its influence to the improvement of many phases of community life.

Miss Barton, as supervisor, is active in projects of community concern and makes every effort to encourage community participation on the part of both teachers and pupils. She believes that participation in community affairs provides children with the best possible training in functional citizenship.

Ways of Celebrating Special Days.- Under the strain and stress of daily classroom living in the small rural schools, celebrating a special day, or holiday, is a most excellent way of increasing knowledge and providing interest, amusement, and relaxation. Miss Barton makes the following suggestions to the teachers as ways of celebrating special days:

1. A Thanksgiving Feast - During the fall months the harvesting of crops is of vital interest in Metcalfe County. Closely related to this for the children is the study of the Pilgrims and the approaching Thanksgiving. When the parents have harvested their crops and the children have become saturated with the contributions made by the forefathers during the early days, a community Thanksgiving party may be held at the school. A program of games, a dinner which was cooked beforehand by the women and girls at their homes, and visitation might be planned after the fashion

of the first Thanksgiving.

2. A Christmas Activity - A Christmas program spreads joy and festive happiness in rural communities. Teachers at the schools can arrange excellent programs. Historical pageants may be given by the pupils, Christmas trees and decorations contributing to the festive spirit may brighten the school-rooms, and it would enable the teacher to bring the parents together in order to see their children in school-room surroundings.

3. Other days that may be observed by special programs or picnics are Arbor Day, birthdays of Abraham Lincoln and George Washington, Independence Day (schools in Metcalfe County are opened in July), and Armistice Day.

Results of Miss Barton's extra-instructional observations are evident in nearly all the schools in Metcalfe County, especially in the one-teacher schools. The following paragraph tells of some of the improvements in the one-teacher schools made by the teachers and pupils from Miss Barton's suggestions.

Some schools built cloakrooms and made a beginning toward developing health centers previously discussed in this chapter. Others acquired tables and nail keg<sup>s</sup> for use in making reading corners. For primary children table-legs were sawed off, tables and kegs were painted in attractive colors, and oil cloth cushions in contrasting colors were tacked to the top of the kegs. Many school rooms took on a more cheerful appearance with freshly painted walls, new curtains, and painted bookcases. Last year eleven teachers had the outside of the buildings painted. Bookcases were made from boxes and old stepladders. One school established a science corner with a collection of many kinds of bird nests found by the children. On each visit Miss Barton observes improvement in the appearance of

the school buildings, classrooms, and grounds and feels there has been a visible achievement in educational interest and growth.

Although this is not an exhaustive discussion of the extra-instructional activities of the schools, the foregoing areas are an indication of the enterprises to which Miss Barton is giving major attention at present. Such items as providing for a reading corner, a science corner, or use of film projectors are found in only a few of the schools as yet. Many of these items will be discussed in Chapter VIII, A Look to the Future, where goals for future attainment are presented.

#### Observation and Evaluation of Instructional Activities

One of the most serious responsibilities with which supervisors are confronted is that of evaluating the instructional activities observed. The supervisor should, therefore, consider well his theories and practises concerning the way in which pupils are grouped for instruction.

#### Pupil Grouping in Metcalfe County

The dominating aim of ability grouping has been to improve the learning situation by bringing together "pupils who will be alike in achievement at the end of a period of learning."<sup>11</sup>

Miss Barton concentrated on pupil grouping in the reading field when she began her duties as supervisor of Metcalfe County and has continued it not only to maintain a good reading program, but to acquaint the classroom teachers with the possibility of grouping in English and the social studies.

Grouping the children for reading instruction means more than assign-

<sup>11</sup>  
P. M. Symonds, Measurement in Secondary Education (New York, Macmillan, 1927), p. 127.

ment on the basis of level of achievement. In order to place each child where he will find the environment most conducive to his development, it is necessary to consider also his physical and social maturity and his degree of emotional stability.<sup>12</sup> Miss Barton and the teacher try to place the child with his friends so that he may be happy in his group. In cases of decided emotional block, Miss Barton works with the child alone until he has enough success to feel comfortable with the other children. These pupil groupings in Metcalfe County are flexible, so that changes can be made whenever they will help the child. Children thirteen and fourteen years of age and reading on second or third grade level do not read with primary children. Usually a special class is organized for them, and they meet with their age groups for discussion purposes.

Aims of Pupil Grouping.-

1. To group pupils in order to produce the most effective learning.
2. To enable the teacher to take care of severe reading disabilities and difficulties of children.
3. To group children so as to promote their growth in the academic sense as well as their social development.
4. To group children to maintain satisfactory progress in learning appropriate behavior.
5. To give consideration to the factor of economy of time of the teachers.

The supervisor begins the supervision of reading by helping the teacher to focus her sights on the children and to relieve her of the strain of striving to make the reading level of each pupil correspond

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<sup>12</sup>

"How are We Grouping," Educational Leadership, Vol. IV, No. VI, Association for Supervision and Curriculum Development (Washington, D.C., N.E.A., March, 1947), p. 359.

to the grade.<sup>13</sup> Through Reading Readiness Tests,<sup>14</sup> Miss Barton and the teacher discover the reading status of each pupil. Then the teacher is assisted in setting her goals in terms of each child's need. In other words, she sets her goals in terms of progress rather than in terms of grade levels. This is usually referred to as cross-grading. If the goals are in terms of grade levels, the brighter children in the room may suffer neglect, because the chances are that they could stand still in terms of progress, for a year, and still pass a pretty good test at the close of the term.

Miss Barton aids the teacher in helping the children to understand their reading level without expecting credit for high achievement or blame for low placement. The child's ability, or lack of it, may be due to his native mental endowment, and he should not be made to feel personally responsible for it.<sup>15</sup> A child is made aware of his status so that he may enjoy his own progress. Reading readiness is a matter of continuous growth and development, not just a brief phase a child goes through.<sup>16</sup>

The teacher comes to think of readiness as an accomplishment. A child becomes proficient at one stage of reading and then is ready for the next stage. A child should be cognizant of his own maturity; he should realize

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<sup>13</sup>  
Pauline Jeidy, "Supervision of Reading," California Journal of Elementary Education, Vol. XV, No. 2 (Sacramento, California State Department of Education, November, 1946), pp. 119-20.

<sup>14</sup>  
Based on The Alice and Jerry Books, Copyright 1936, by Row, Peterson, & Co. Copies of the tests for 1, 2, & 3rd grades may be found on the following pages.

<sup>15</sup>  
Jeidy, op. cit., p. 122.

<sup>16</sup>  
Ibid, p. 123.

# READING READINESS TEST

BASED ON THE ALICE AND JERRY BOOKS

Devised by Dr. Willis W. Clark  
Director of Research, Los Angeles County, California

Name \_\_\_\_\_

Date \_\_\_\_\_ Age: \_\_\_\_\_ yrs \_\_\_\_\_ mos.

Teacher \_\_\_\_\_ School \_\_\_\_\_

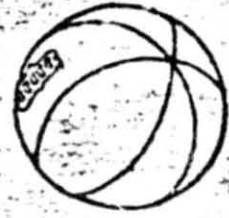
	Possible Score	Pupil's Score	Rating
<b>PROFILE (Entering First Grade Pupils)</b>			
<b>PART I</b>	<b>30</b>	_____	_____
Page 2	10	_____	_____
Page 3	12	_____	_____
Page 4	8	_____	_____
<b>PART II</b>	<b>30</b>	_____	_____
Page 5	10	_____	_____
Page 6	10	_____	_____
Page 7	10	_____	_____
<b>TOTAL SCORE</b>	<b>60</b>	_____	_____

## PRACTICE



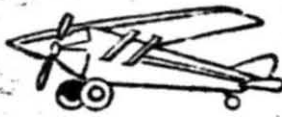
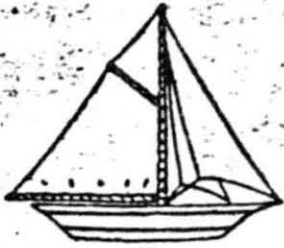


0



0

1



2

3



4

5



6

7



8

9



10

SCORE (number right) \_\_\_\_\_  
POSSIBLE SCORE 10

2

11



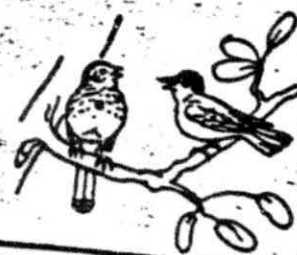
12

13



14

15



16

17



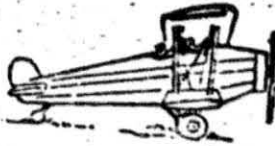
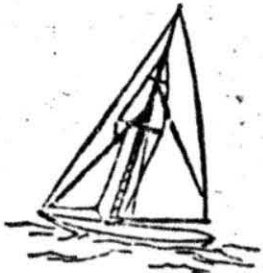
18

19



20

21

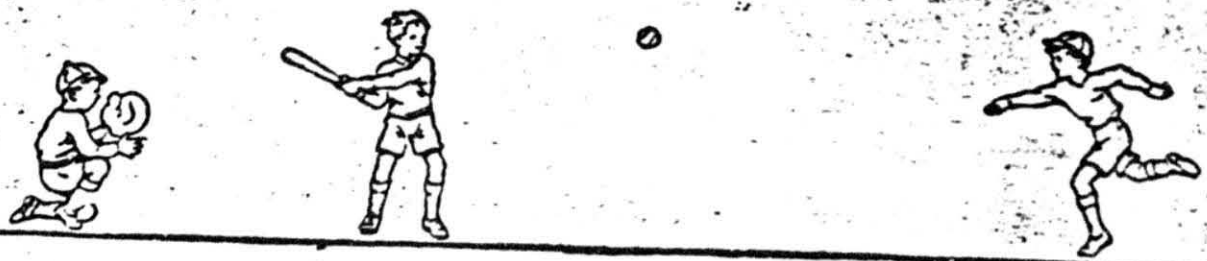


22

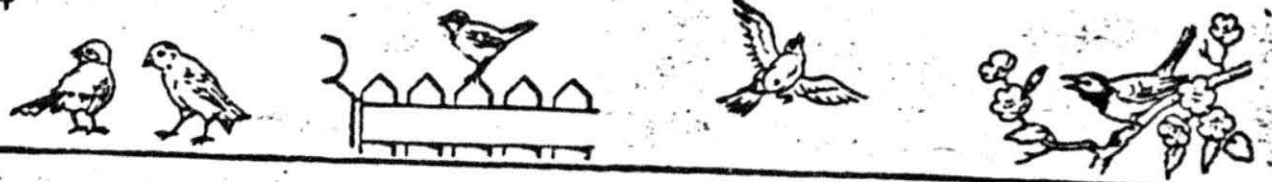
3

SCORE (number right) \_\_\_\_\_  
POSSIBLE SCORE 12

23



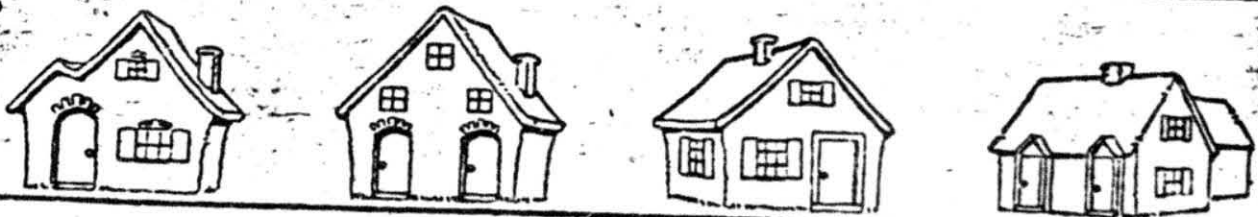
24



25



26



27



28



29



30



0	X	O	X	S	C
1	L	I	O	L	R
2	B	D	B	P	E
3	E	F	P	E	H
4	R	P	E	R	B
5	C	G	C	O	Q
6	W	V	M	H	W
7	V	Y	U	A	V
8	M	N	M	W	E
9	p	b	d	p	q
10	do	go	do	to	od

5

SCORE (number right) \_\_\_\_\_  
 POSSIBLE SCORE 10

11 s | z c e s

---

12 h | y h n t

---

13 is | is the yes to

---

14 on | or no on of

---

15 dog | odg god gdo dog

---

16 and | ban and dan dna

---

17 saw | was asw saw wsa

---

18 ride | ebir rde ride rid

---

19 want | wand want went wont

---

20 sing | send sing gins dins

---

SCORE (number right) \_\_\_\_\_  
POSSIBLE SCORE 10

21 not | ton not nod two

---

22 boat | boot tub boat tab

---

23 little | title little littel litle

---

24 mother | other matter moth mother

---

25 with | which with width tiwh

---

26 father | faher rather father fatter

---

27 happy | yapph happy haddy lady

---

28 brown | drown down brown brawn

---

29 airplane | arpane plane air airplane

---

30 weather | wither water weather wether

---

# SECOND YEAR READINESS TEST

BASED ON THE ALICE AND JERRY BOOKS

Devised by the Research Department  
Row, Peterson and Company, Evanston, Illinois

Name \_\_\_\_\_

Date \_\_\_\_\_ Age \_\_\_\_\_ yrs. \_\_\_\_\_ mos.

Teacher \_\_\_\_\_ School \_\_\_\_\_

	Possible Score	Pupil's Score	Low	PROFILE Average	High	Rating		
Test 1	33	_____	0	20	28	37	_____	Test 1
Test 2	16	_____	0	10	14	16	_____	Test 2
Test 3	16	_____	0	8	12	16	_____	Test 3
<b>TOTAL SCORE</b>	<b>65</b>	_____	0	38	54	65	_____	<b>TOTAL</b>

## SCORING AND INTERPRETING THE TESTS

In each test the score is the number of items that the pupil has marked correctly. If two answers are marked for any one item, the item is counted incorrect.

All pupils whose total scores rank them in the "High" group can begin at once with the reading of *Friendly Village*, the Basic Second Reader of THE ALICE AND JERRY BOOKS.

All pupils whose total scores rank them in the "Average" group will profit by a quick reading of the Readiness Second Reader, *Down the River Road*. It will help them to regain the sight vocabulary which has been forgotten during the summer vacation and to re-establish fluency and ease of reading.

All pupils whose total scores rank them in the "Low" group should make full use of the Readiness Second Reader, *Down the River Road*, following the detailed Teaching Plans as outlined in the *Guidebook for Teachers, Second Year*.

Pupils who show weakness in Test 1 need added emphasis on **Sight Vocabulary**. Pupils who show weakness in Tests 2 and 3 need more emphasis on **Comprehension**. Suggestions on procedures in these factors will be found in the Teaching Plans of the *Guidebook for Teachers* accompanying *Down the River Road* and *Friendly Village*, under the sections "Sight Vocabulary," "Vocabulary Enrichment and Extension," and "Silent Reading."

## DIRECTIONS FOR ADMINISTERING THE TESTS

(Furnish each pupil with a pencil and a blank Test Book, on the cover of which the information regarding the pupil's name and age, the date, the teacher's name, and the school has been filled in. Test the pupils in groups of not more than twelve or fifteen at one time.)

Test 1—Sight Vocabulary  
Test 2—Sentence Meaning  
Test 3—Following Directions

Suggested Time  
Allowance  
5 minutes  
10 minutes  
15 minutes

### Directions for Test 1, pages 1, 2, and 3

Here are some pictures and some words which tell about the pictures. Find the first row of pictures. (Be sure that every child is looking at the first row on page 1.) Now find the first picture in the row. What is this in the picture? Yes, a boat. Now look at the three words under the picture. One of these words says *boat*. It belongs with the picture. Draw a line under the word *boat* because it belongs with the picture. (See that each child draws a line under the correct word. Proceed in like manner with the next two pictures marked 0.)

Now, there are some more pictures and words for you to mark all by yourselves. First look at the picture. Then find the word which belongs with the picture and draw a line under it. Do pages 1, 2, and 3. (Show pages and place to stop at the end of page 3. Watch children as they work to be sure that no items are omitted. Give no further help. If any child dawdles too long over one picture, suggest that he leave it and go on to the next and come back when he is through. The words to be marked are:)

- |           |              |           |            |
|-----------|--------------|-----------|------------|
| 0. boat   | 7. three     | 16. frog  | 25. fish   |
| 0. kitten | 8. man       | 17. sun   | 26. duck   |
| 0. cap    | 9. hen       | 18. doll  | 27. gate   |
| 1. store  | 10. airplane | 19. ball  | 28. rabbit |
| 2. house  | 11. monkey   | 20. five  | 29. sled   |
| 3. box    | 12. cow      | 21. apple | 30. toys   |
| 4. pony   | 13. farmer   | 22. milk  | 31. geese  |
| 5. pig    | 14. tree     | 23. bird  | 32. church |
| 6. baby   | 15. train    | 24. egg   | 33. candle |

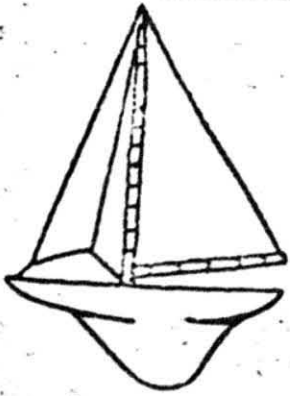
### Directions for Test 2, pages 4, 5, and 6

Here are some more pictures. This time you are to find the sentence which tells about the picture. Find the first row of pictures. (Be sure that every child is looking at the first row.) Now find the first picture in the row. Who is this in the picture? Yes, Mother. (If the answer is a woman, say, "Yes, a woman, and the woman is Mother.") Now look at the three sentences below the picture. (Have someone read each sentence orally.) Which sentence tells about the picture? Yes, *This is Mother* tells about the picture. Draw a line under that sentence because it belongs with the picture. (See that each child finds the correct sentence and draws a line under the complete sentence. Proceed in like manner with the second picture marked 0.)

Now, there are some more pictures and sentences for you to mark by yourselves. First look at the picture. Then find the sentence which belongs with the picture and draw a line under the whole sentence. Do pages 4, 5, and 6. (Show pages and place to stop at the end of page 6. Watch children as they work to be sure that no pictures are omitted. Give no further help. If any  
(See back cover)



# TEST 1—SIGHT VOCABULARY



ie boat home

0



kitten little mittens

0



got had cap



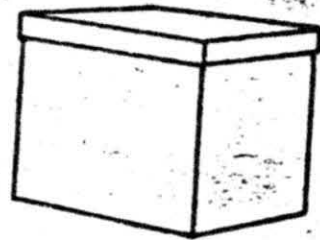
orth see store

2



hole house hungry

3



bump box bundle



ol pony round

5



leg pet pig

6



early baby lady



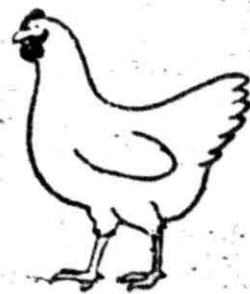
ree one on

8



man may red

9



hen men mend

TEST 1—SIGHT VOCABULARY (continued)

10



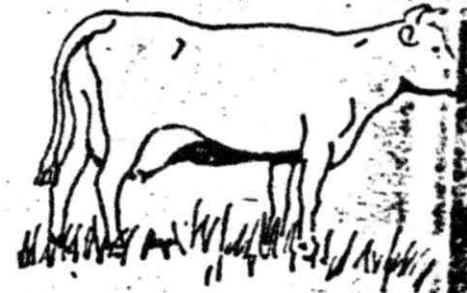
danced again airplane

11



monkey move years

12



how now co

13



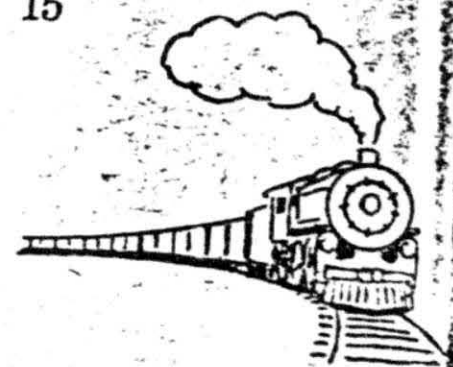
face fast farmer

14



her turn tree

15



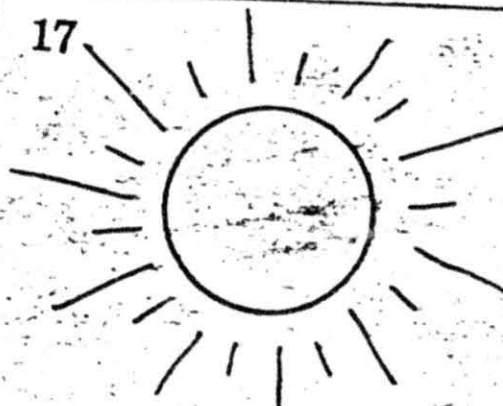
train too rai

16



grow frog find

17



sun fun run

18



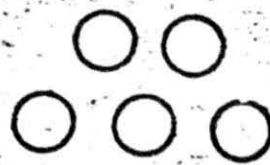
did doll fe

19



ball follow call

20



ten five six

21



apple arms alik

TEST 1—SIGHT VOCABULARY (continued)

22



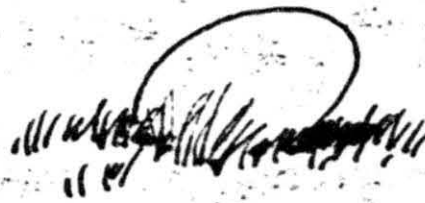
liked made milk

23



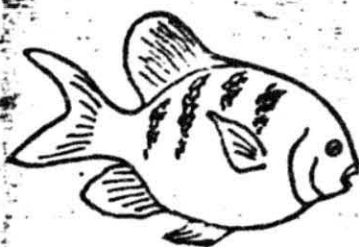
bill hide bird

24



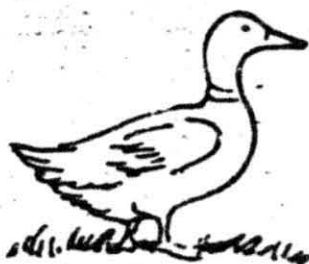
every egg again

25



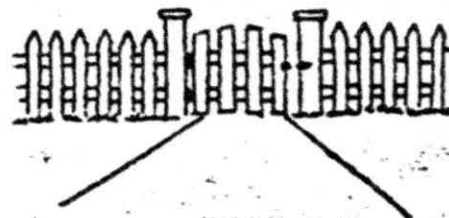
fish fish find

26



much back duck

27



ate gave gate

28



often never rabbit

29



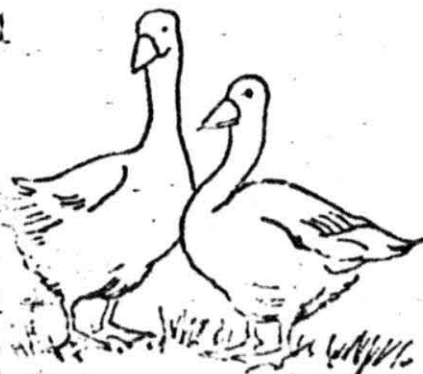
smile sled snow

30



top toys town

31



rose grew been

32



chose chair church

33



called hand candle

TEST 2 — SENTENCE INTERPRETATION

0

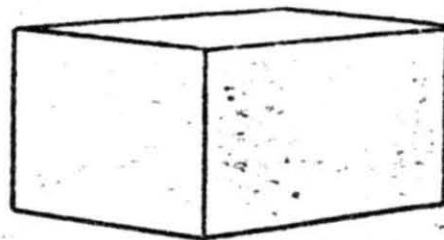


This is Mr. Carl.

This is a man.

This is Mother.

0

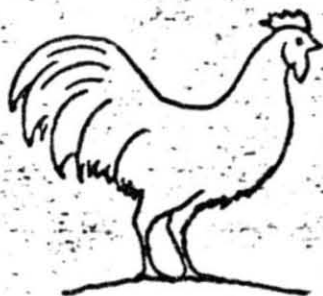


Here is a bell.

Here is a box.

Here is a bed.

1



This is a picture of a rooster.

This is a picture of a rabbit.

This is a picture of a road.

2



Billy is eating breakfast.

Billy is eating a big apple.

Billy is eating a big pear.

3



Jack is carrying some toys.

Jack is climbing a tree.

Jack is climbing into a truck.

4

Alice

This word is the name of a boy.

This word is the name of a girl.

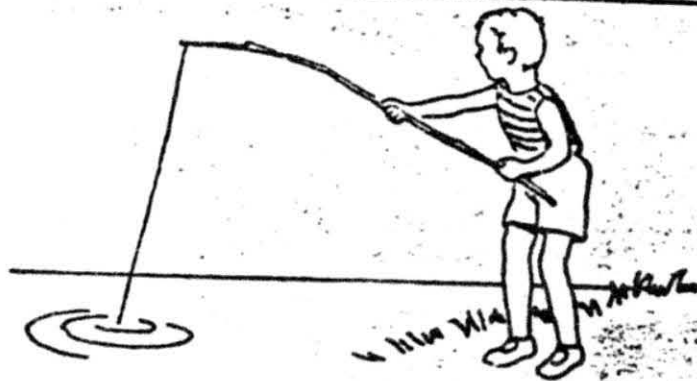
This word is the name of a bird.

TEST 2—SENTENCE INTERPRETATION (continued)



- is a baby doll.
- is a baby dog.
- is a baby duck.

6

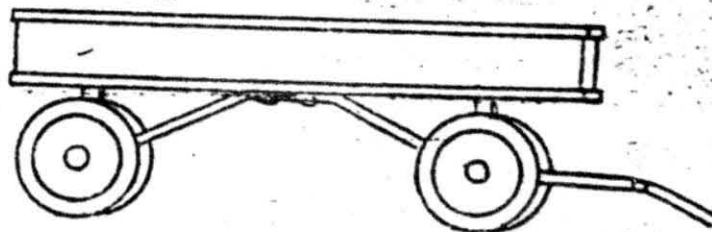


- Bobby is catching a ball.
- Bobby is catching a fish.
- Bobby is coasting down hill.



- her works in the garden.
- her works in the house.
- er walks down the street.

8



- Here is a wagon.
- Here is a barn.
- Here is a window.



- bird is sleeping.
- bird is sitting.
- bird is flying.

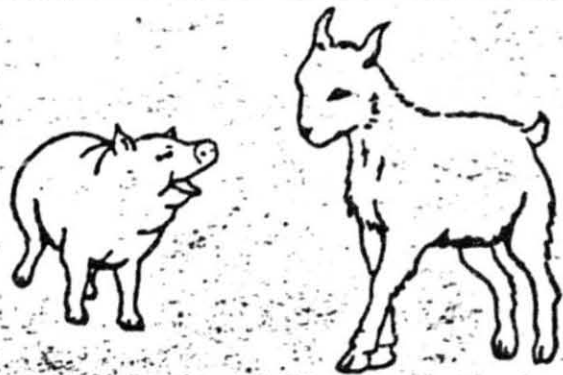
10



- Mr. Carl is very cross.
- Mr. Carl is very sleepy.
- Mr. Carl is very happy.

TEST 2—SENTENCE INTERPRETATION (continued)

11



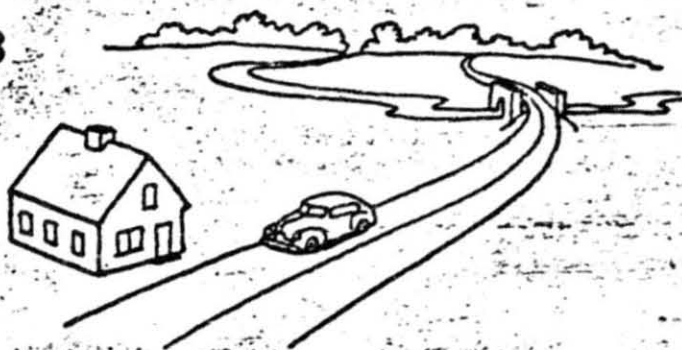
Here are a goat and a puppy.  
Here are a puppy and a pig.  
Here are a goat and a pig.

12



Jerry puts money into his pocket.  
Jerry puts money on the table.  
Jerry puts money into his bank.

13



This house is near the road.  
This house is near the river.  
This house is far from the road.

14



Jerry went to the city.  
Jerry went to the country.  
Jerry went to church.

15



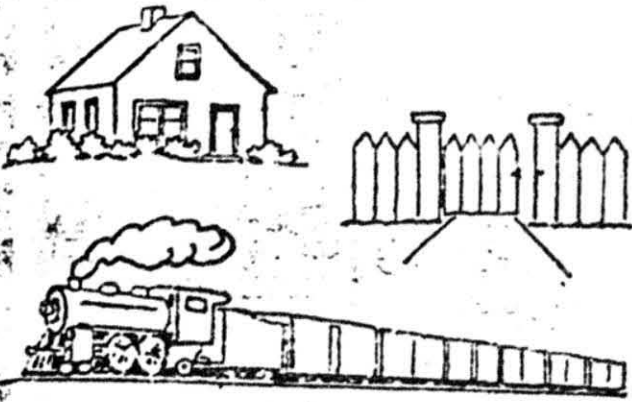
The dog is taking care of cows.  
The dog is taking care of Baby.  
The dog is taking a nap.

16



The first man has a cap.  
The first man has a car.  
The first man has a coat.

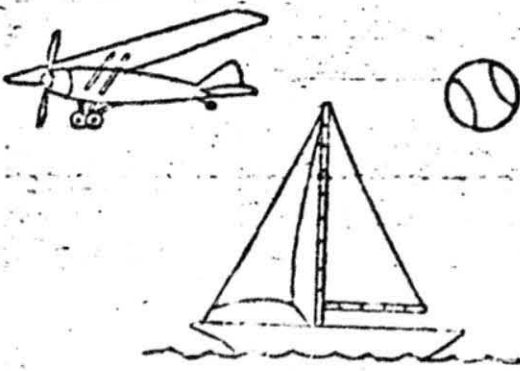
### TEST 3—FOLLOWING DIRECTIONS



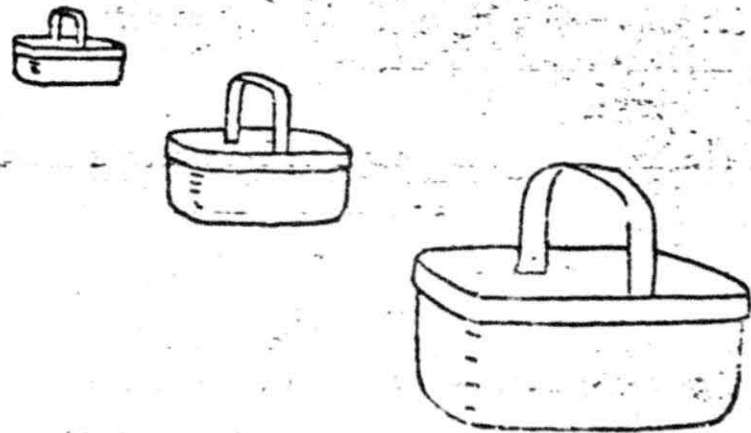
Draw a line under the train.



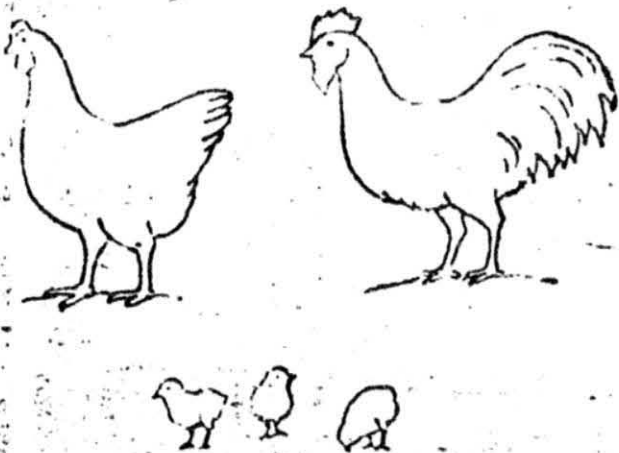
0 Put a cross on one kitten.



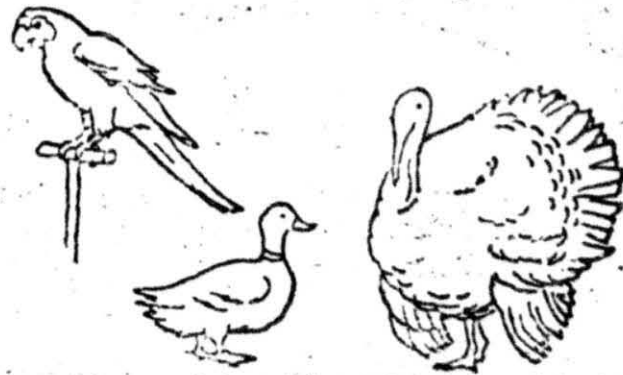
Draw a line under the one  
that can fly.



2 Draw a line  
under the biggest basket.

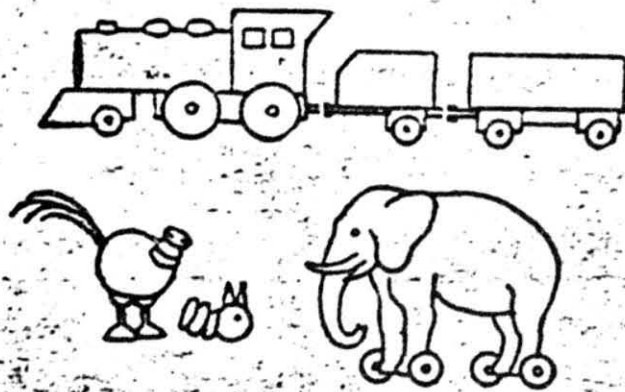


Put a cross on the hen.

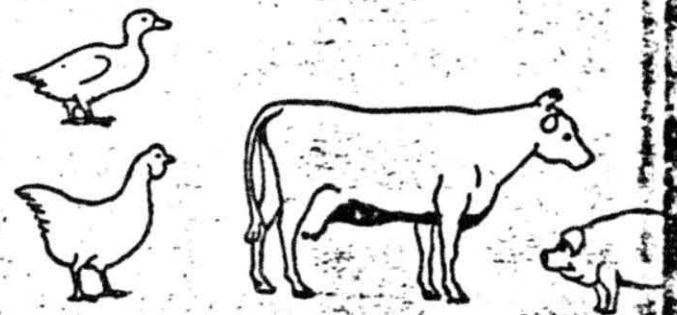


4 One bird can talk. Put a cross  
on the one that can talk.

TEST 3—FOLLOWING DIRECTIONS (continued)



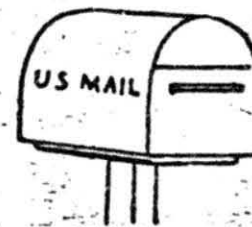
5 One toy is broken. Draw a line under the broken toy.



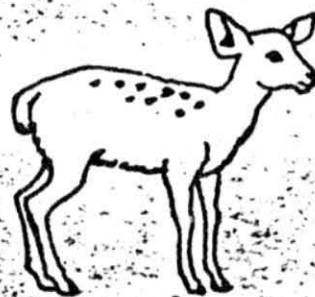
6 Here are some farm animals. Put a cross on the one that gives milk.



7 Mr. Long is moving away. This truck has come to help him. Draw a line from the truck to the house.



8 Alice walked to the letter. She saw two letters. One letter for Alice. Draw a line from Alice's letter to the letter.



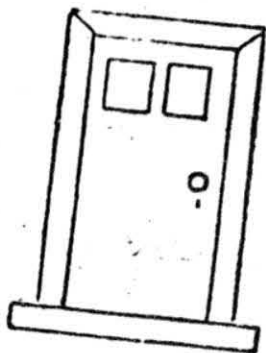
9 Here is a baby deer. A baby deer has spots on its coat. Put some more spots on its coat.



10 Here is a tree with one branch. Draw another branch on the tree.



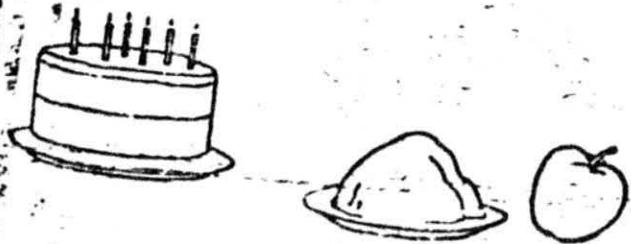
TEST 3—FOLLOWING DIRECTIONS (continued)



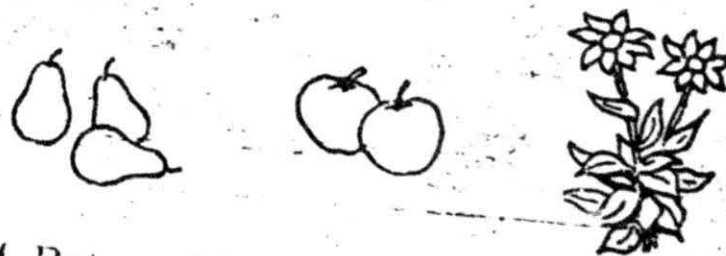
This door must have a bell.  
Draw a bell on the door  
of the house.



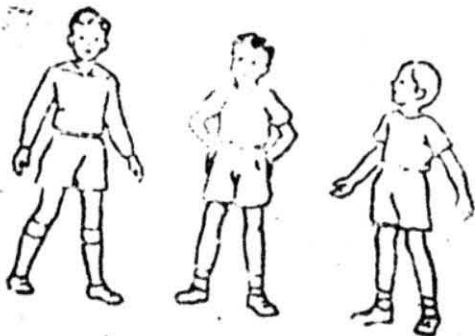
12 Here is a good hill for coasting.  
Bobby is going to coast down hill.  
Draw a line from Bobby to the bottom  
of the hill.



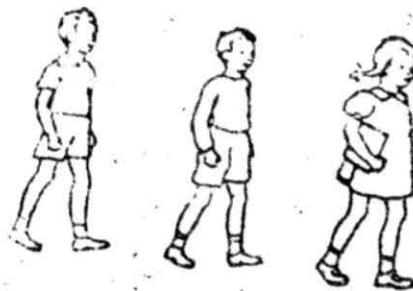
Alice likes cake and apples,  
but she likes ice cream best of all.  
Draw a cross on the thing  
Alice likes best.



14 Betsy picked flowers, Billy picked  
apples, and Bobby picked pears.  
Draw a line under the ones  
Betsy picked.



Jack is the first boy. Andrew  
is next to Jack. Billy is next  
to Andrew. Put a cross on Billy.



16 "We will have a parade,"  
said Carl. "Alice may walk in front  
of me. Billy may walk behind me."  
Draw a line under Carl.

### Directions for Test 2 (continued)

child dawdles too long over one picture, suggest that he leave it and go on to the next and come back to it when he is through. The sentences to be marked are:)

0. This is Mother.
0. Here is a box.
1. This is a picture of a rooster.
2. Billy is eating breakfast.
3. Jack is climbing a tree.
4. This word is the name of a girl.
5. This is a baby dog.
6. Bobby is catching a fish.
7. Mother works in the garden.
8. Here is a wagon.
9. The bird is flying.
10. Mr. Carl is very happy.
11. Here are a goat and a pig.
12. Jerry puts money into his bank.
13. This house is near the road.
14. Jerry went to the country.
15. The dog is taking a nap.
16. The first man has a cap.

### Directions for Test 3, pages 7, 8, and 9

Here are some more pictures. This time we are going to mark the pictures. The sentences under the pictures tell you what marks to make and where to make them. Find the first row of pictures. (Be sure that every child is looking at the first row.) Now find the first picture. Read the sentence under the picture. (Have some child read the sentence orally.) The sentence tells you to draw a line under the train. Do just what the sentence tells you to do. (See that each child draws a line *under the correct picture*. Proceed in like manner with the second picture marked 0.)

Now, there are some more pictures for you to mark all by yourselves. First look at the picture. Then read the sentence under the picture. Then do just what the sentence tells you to do. Do pages 7, 8, and 9. (Show pages to be done. Watch children as they work to be sure that no pictures are omitted. Give no further help. If any child dawdles too long over one picture, suggest that he leave it and go on to the next and come back to it when he is through. Marks to be made are:)

- |   |   |
|---|---|
| 0. Line under train   | 9. At least two more spots on deer's coat |
| 0. Cross on <i>one</i> kitten   | 10. Any line which indicates a branch     |
| 1. Line under airplane  | 11. Any kind of bell <i>on</i> door       |
| 2. Line under right-hand basket   | 12. Any line indicating top to bottom     |
| 3. Cross on hen   | 13. Cross on ice cream                    |
| 4. Cross on parrot  | 14. Line under flowers                    |
| 5. Line under toy bird  | 15. Cross on last boy                     |
| 6. Cross on cow   | 16. Line under middle boy                 |
| 7. Line obviously from truck to house, even if not touching either                              |   |
| 8. Line from letter marked <i>For Alice</i> to letter box, even if it does not touch either one |   |

# THIRD YEAR READINESS TEST

BASED ON THE ALICE AND JERRY BOOKS

Devised by Louise W. Putzke  
Elementary School, University of Chicago

Name \_\_\_\_\_  
Date \_\_\_\_\_ Age \_\_\_\_\_ yrs. \_\_\_\_\_ mos.  
Teacher \_\_\_\_\_ School \_\_\_\_\_

	Possible Score	Pupil's Score	PROFILE				Rating
			Low	Average	High		
<b>PART I</b>	<b>21</b>	_____	0	14	19	21	<b>PART I</b>
Test 1	21	_____	0	14	19	21	Test 1
<b>PART II</b>	<b>35</b>	_____	0	19	29	35	<b>PART II</b>
Test 2	17	_____	0	11	15	17	Test 2
Test 3	18	_____	0	8	14	18	Test 3
<b>PART III</b>	<b>64</b>	_____	0	34	56	64	<b>PART III</b>
Test 4	6	_____	0	8	14	16	Test 4
Test 5	16	_____	0	8	14	16	Test 5
Test 6	16	_____	0	8	14	16	Test 6
Test 7	16	_____	0	10	14	16	Test 7
<b>TOTAL SCORE</b>	<b>120</b>	_____	0	67	104	120	<b>TOTAL</b>

## SCORING AND INTERPRETING THE TESTS

In each test the score is the number of items that the pupil has marked correctly. If two answers are marked for any one item, the item is counted incorrect.

All pupils whose total scores rank them in the "High" group can begin at once with the reading of *If I Were Going*, the Basic Third Reader of THE ALICE AND JERRY BOOKS.

All pupils whose total scores rank them in the "Average" group will profit by a quick reading of the Readiness Third Reader, *Through the Green Gate*. It will help them to regain the sight vocabulary which has been forgotten during the summer vacation and to re-establish fluency and ease of reading.

All pupils whose total scores rank them in the "Low" group should make full use of the Readiness Third Reader, *Through the Green Gate*, following the detailed Unit Plans as outlined in the *Guidebook for Teachers* which accompanies the text.

Pupils who show weakness in Test 1 or Test 2 need added emphasis on Paragraph Comprehension. Pupils who show weakness in Test 3 need more emphasis on Word Meanings. Pupils who show weakness in Test 4, Test 5, Test 6, or Test 7 need additional emphasis on Word Recognition Techniques. Suggestions on procedures in these factors will be found in the Unit Plans of the *Guidebook for Teachers* accompanying *Through the Green Gate* and *If I Were Going*, under the sections "Sight Vocabulary," "Vocabulary Enrichment and Extension," "Word Recognition Techniques," and "Silent Reading."

## EXPLANATION TO TEACHERS

This Third Year Readiness Test is designed to diagnose the readiness of each pupil to enter upon the reading activities of the third school year.

This test is planned to test three major abilities in learning to read. They are (1) Paragraph Comprehension (Comprehension and Following Directions); (2) Word Meanings; and (3) Word Recognition Techniques (Phonetic Parts, Short and Long Vowels, and Visual Discrimination). In each part an effort has been made to include both the vocabulary and understandings which will mark a certain progression in the child's learning.

Perhaps no explanation of the tests for Comprehension and Following Directions is necessary. In the Vocabulary Test a precision of meaning is desired. That is, in a line reading

*bake*      *cake*      *cook*      *cage*      *bark*

the child might stop at *cake* as closely associated with *bake*, but the desired answer is *cook* because of all the words in this line, the word *cook* is most like the meaning of the word *bake*.

The general plan for Word Recognition Techniques in THE ALICE AND JERRY PROGRAM is that any technique be functional. No phonetic element is introduced unless it comes directly from a meaningful word within the immediate lesson. The child says the word. In this test all the elements have been met many times in known words. The purpose of this test is to see whether the child can transfer his oral knowledge of a sound within a known word to a silent situation within what may be an unknown word. The test is flexible, in that Part III may be omitted with the children who do not need such a test.

This is the first printing of the test, and the standards are tentative.

## DIRECTIONS FOR ADMINISTERING THE TESTS

(Furnish each pupil with a pencil and a blank Test Book, on the cover of which the information regarding the pupil's name and age, the date, the teacher's name, and the school should be written. Test the pupils groups of not more than twelve or fifteen at one time. Three periods will be needed to administer the test. Part I should be given during the first period; Part II during the second period; and Part III during the third period. Allow an adequate rest period between the three parts of the test.)

	<b>Suggested Time Allowance</b>
<b>Part I</b>	
Test 1 — Comprehension	15 minutes
<b>Part II</b>	
Test 2 — Following Directions	10 minutes
Test 3 — Vocabulary	10 minutes
<b>Part III</b>	
Word Recognition Techniques	
Test 4 — Phonetic Parts	5 minutes
Test 5 — Short Vowels	5 minutes
Test 6 — Long Vowels	5 minutes
Test 7 — Same Words and Different Words	5 minutes

### Directions for Test 1, pages 1, 2, and 3

Open your Test Books to page 1 and have your pencils ready. Here are some short stories for you to read. After each story there are two things for you to do to show how well you have read the story.

Look at the first story. (See that all children look at the story in the upper left-hand corner.) Read the story to yourself. (Wait until all have read the story.) Now read the sentence marked (1) under the story. *In the summer Mr. Carl went to the . . . .*

What is the right answer? Yes, *mountains* is the right answer because the story told us that Mr. Carl went to the mountains every summer. Draw a line around the word *mountains* because *mountains* is the right answer. Who can read the sentence marked (2)? *He liked to play on the . . . .* What is the right answer? Yes, *fiddle* is the right answer because the story told us that Mr. Carl liked to play on

(Continued in book)

## TEST I—COMPREHENSION

Mr. Carl went to the mountains every summer. When he was there, he liked to play on his fiddle. Mr. Carl said, "There is music in the mountain air."

In the summer Mr. Carl went to

shore      mountains      country

He liked to play on the

horn      mouth organ

In the summer Billy and Bobby went out to the farm to see Grandfather and Grandmother. The man brought them a letter each coming from their mother. He put the letters in a little box near the gate.

Each morning the boys heard their

father      Martha      mother

Grandfather's letter box was at

gate      garden      door

0 Lem took his pig to the store. He wanted the man in the store to take the pig and give him a tune box. The storekeeper said that the pig was much too skinny. So Lem had to take the pig home again.

(1) The storekeeper wanted the pig to be

fine      flat      fat

(2) Lem wanted a

turquoise      tune box      tadpole

2 The white goat pulled a gay little wagon down the street. He seemed very important. All the boys and girls wished to ride in the wagon. They could ride for ten cents. Jack could not ride because he had used his spending money for ice cream.

(1) The gay little wagon made the goat feel

interested      friendly      important

(2) What did Jack get for his money?

ice cream      a wagon      a goat

TEST I—COMPREHENSION (continued)

3 Alice and Jack thought a picnic was the most fun in all the world. Father got some small pieces of wood to be used in starting a fire. When the bacon was cooked, they all sat on a blanket and ate and ate. How good everything tasted!

(1) A dinner out of doors is sometimes called a

picnic      picture      parade

(2) The food was cooked on a

blanket      campfire      range

4 In the summertime Alice and Jerry live in a log cabin in mountains. The log cabin has a fireplace in it. At night Alice and Jerry think it is interesting to sit near the fire and listen to stories.

(1) At night it is cold in the

corral      cabin      circus

(2) Listening to stories is

interesting      important

foolish

5 Late in summer the farmer picks the apples and takes them to town to sell them. Sometimes boys and girls help get the fruit ready to sell. They pick each apple and put it into a basket carefully.

(1) The farmer picks apples in

summer      winter      spring

(2) Boys and girls may help the farmer with his apples by

playing      picking      baking

6 The house of the Navaho Indian is called a hogan. The Indian girl, Dark Eyes, makes lovely Navaho blankets. The Snapping Turtle, made rings and bracelets of silver. Jack bought a Navaho bracelet for his mother.

(1) What is the name for Navaho Indians' home?

tent      long house      hogan

(2) What are two things that women buy from these Indians?

butter      bacon      blanket

bracelets      berries      bananas

## TEST I—COMPREHENSION (continued)

One summer Bobby went to the shore. He liked to run races with the waves. He found many shells on the sandy shore. He took them home to show to Grandfather.

Bobby liked to win a race with

wagon      waves      wind

When Bobby got back home, he showed Grandfather his

crabs      ships      shells

8 Out West you may see miles and miles of rolling plains with cattle grazing everywhere. Cowboys ride over the range to see that nothing harms the cattle. After supper the riders enjoy singing cowboy songs.

(1) The plains of the West are used for

grazing      gardening      farming

(2) The riders on the range sing

hill-billy songs      cowboy songs

sea songs

Uncle Jim asked Bill to go fishing with him. One afternoon they got the fishlines ready. They were to start early in the morning. Before they left, they had biscuits and bacon for breakfast. It was still a little dark when they started.

What did Bill and Uncle Jim get ready in the afternoon?

place      fishlines      flapjacks

When they started, it was a little dark because it was very

exciting      lonesome      early

10 If you go to a camp in the summer, you will learn to do many things that you do not do at home. You will make a fire out of doors and cook your supper over it. You may learn to sail a boat. You may even sail the boat in a race.

(1) Where will you cook at camp?

out of doors      in the hogan

in the fireplace

(2) What kind of races may be held at camp?

sleeping races      sailing races

singing races

SCORE (number right) \_\_\_\_\_

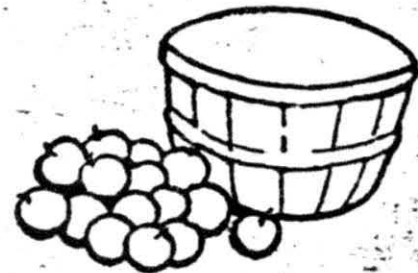
POSSIBLE SCORE 21

TEST-2—FOLLOWING DIRECTIONS

0 Make smoke come from the chimney.

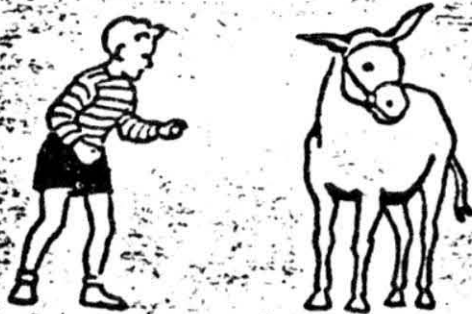


0 Put some apples into basket.



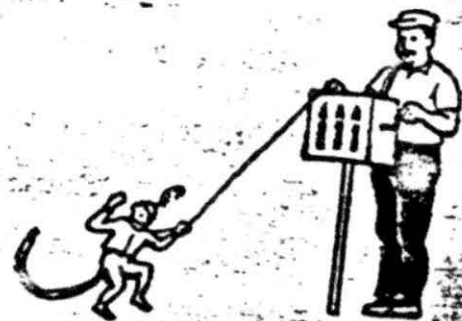
0 This is a donkey. Jack wants to ride him.

Draw a line from Jack's hand to the donkey.

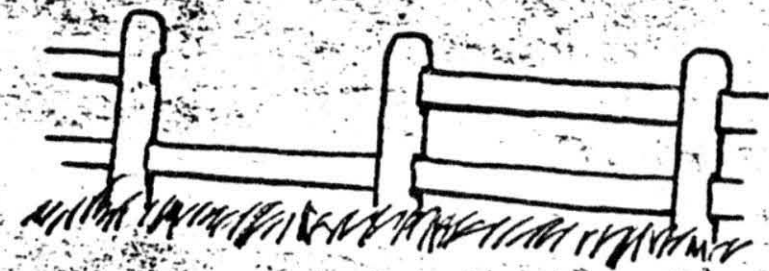


0 The organ man came down street. He was making music with his organ.

Make a ring around the organ.



1 The fence around the barnyard is broken. Mend the fence. Then the cows can not run away.



2 Alice and Jerry found an bicycle in the barn. One wheel was lost. Put the wheel on again so that Alice and Jerry can ride the bicycle.





## TEST 2—FOLLOWING DIRECTIONS (continued)

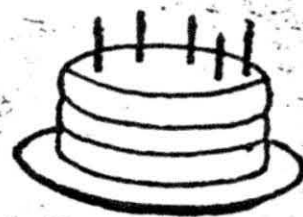
3 Billy has a dog. It has learned to do many things. When Billy throws a ball, the dog will bring it back to him.

Put a ball in the dog's mouth.



4 Betsy is six years old today. Her birthday cake has five candles on it. It should have six candles on it because she is six years old.

Put another candle on the cake.



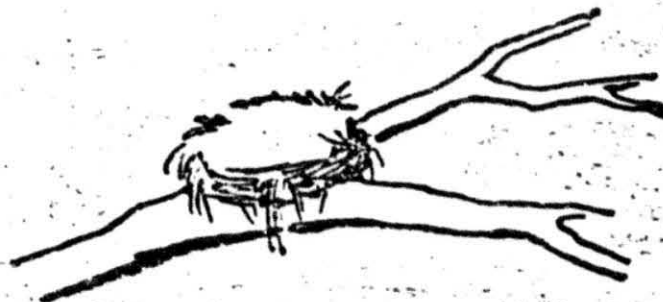
5 Paddy is going out to play. He puts on his shoes and his coat, but he cannot find his cap. Mother says, "Look on the deer's antlers next to father's coat."

Put a ring around Paddy's cap.



6 A father and a mother bird made a nest in a tree. They made it of string and grass. They put some feathers down in it to make it a soft place for their eggs.

Make five eggs in the nest.



TEST 2—FOLLOWING DIRECTIONS (continued)

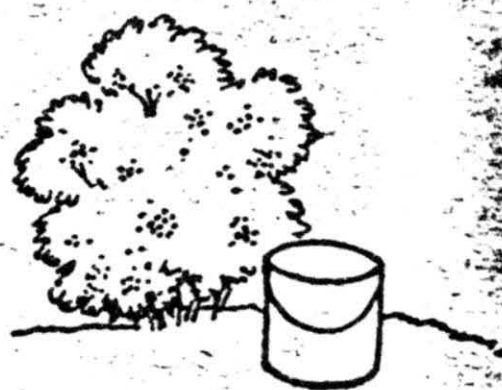
7 Billy and Bobby are playing ball. Billy has on his new cap. The ball has rolled away so that Billy and Bobby do not see it.

Draw a line from Billy to the ball.



8 Paddy has a pail. He is going to pick some berries.

Put some berries in the pail.



9 This ladder is in the barn. One step is gone. Put the step in the ladder so that Alice can climb up.



10 Alice is having a picnic under the trees. She has places at the table for four little girls.

Draw a line under the word that tells how many girls are to sit at the table.

two      three      four      five

# TEST 3—VOCABULARY

0 apple	arm	ate	fire	fruit
0 city	train	town	cold	catch
1 trot	tart	twirl	run	rest
2 banana	bacon	berries	friend	fruit
3 glad	glow	gold	happy	hungry
4 cabin	log	house	horse	weeds
5 horse	house	antlers	animal	saddle
6 fruit	fault	blueberries	breakfast	cookies
7 blanket	horse	cattle	covering	camp
8 graze	grass	grew	guess	eat
9 bowl	bone	dress	dish	bread
10 shop	shoe	store	ship	shelf
11 cane	corn	came	stick	cage
12 sorry	softly	song	sold	sad
13 cobbler	captain	storekeeper	shoemaker	fisherman
14 mischief	minute	mountain	trail	trouble
15 cent	monkey	silver	money	dollar
16 noise	sound	sand	second	nothing
17 berries	plant	farm	bush	food
18 roof	house	top	rock	root

SCORE (number right)  
POSSIBLE SCORE

### TEST 4—PHONETIC PARTS

bark

poor

town

join

herd

down

dew

loud

point

lay

raw

burn

hard

noon

boil

jar

hurt

fault

joy

tart

SCORE (number right) \_\_\_\_\_  
POSSIBLE SCORE 16

### TEST 5—SHORT VOWELS

add

sent

reach

drop

match

cock

line

hump

shut

note

trap

thin

pond

met

wag

teeth

ade

pen

slip

fog

SCORE (number right) \_\_\_\_\_  
POSSIBLE SCORE 16

## TEST 6—LONG VOWELS

0 hate

least

lie

gun

1 wake

cube

inn

nee

2 nine

hut

load

mea

3 use

nose

pie

kept

4 shot

teach

size

nail

SCORE (number right) \_\_\_\_\_  
POSSIBLE SCORE \_\_\_\_\_

## TEST 7—SAME WORDS AND DIFFERENT WORDS

0 top . . . . . pot

ago . . . . . ar

1 saw . . . . . was

2 very . . . . . even

3 nap . . . . . pan

4 head . . . . . hear

5 after . . . . . after

6 pets . . . . . sta

7 no . . . . . on

8 gone . . . . . gor

9 tired . . . . . tried

10 of . . . . . fu

11 bowl . . . . . bowl

12 eight . . . . . eigh

13 catch . . . . . watch

14 own . . . . . no

15 home . . . . . home

16 even . . . . . eve

SCORE (number right) \_\_\_\_\_  
POSSIBLE SCORE \_\_\_\_\_

### Directions for Test 1 (Continued)

iddle. Draw a line around the word *fiddle* because *fiddle* is the right answer.

Now look at the next story. (See that all children look at the story in the upper right-hand corner.) Read the story to yourself. Now read the sentence marked (1) under the story. *The storekeeper wanted the pig to be . . . .* What is the right answer? Yes, *fat* is the right answer because the story told us that the storekeeper said that the pig was much too skinny. Draw a line around the word *fat* because *fat* is the right answer. Who can read the sentence marked (2)? *Lem wanted a . . . .* What is the right answer? Yes, *tune box* is the right answer because the story told us that Lem wanted the man in the store to take the pig and give him a tune box. Draw a line around the words *tune box* because *tune box* is the right answer.

Now read all the other stories on this page and on page 2 and page 3. (Illustrate by turning the page and by telling the number of stories.) When you finish a story, be sure to do the two things which show how well you have read. (Watch to see that pupils are not omitting items. The words to be marked are:)

- |                  |                         |
|------------------|-------------------------|
| 1. (1) mother    | 6. (1) hogan            |
| (2) gate         | (2) blankets, bracelets |
| 2. (1) important | 7. (1) waves            |
| (2) ice cream    | (2) shells              |
| 3. (1) picnic    | 8. (1) grazing          |
| (2) campfire     | (2) cowboy songs        |
| 4. (1) cabin     | 9. (1) fishlines        |
| (2) interesting  | (2) early               |
| 5. (1) summer    | 10. (1) out of doors    |
| (2) picking      | (2) sailing races       |

### Directions for Test 2, pages 4, 5, 6, and 7

Our next test is a Following Directions Test. Do you know what that means? If I told you to raise your right hands, what would you do? Yes, you would raise your right hands. You would follow a direction.

Here are some short stories for you to read, and some pictures. (Indicate on test.) With each story there is something for you to do to show how well you have read the story. *First* you are to read the story. *Then* you are to do what the story tells you to do. Look at the first picture. (Indicate upper right-hand section.) What do you see in the picture? Read the sentence at the top of the page. What does it tell you to do? Yes, *make smoke come from the chimney*. Then what will you do? Yes, make smoke come from the chimney.

Now look at the next picture. (Indicate upper right-hand section.) What do you see in the picture? Read the sentence over the picture. What does it say? Yes, *put some apples into this basket*. Then what will you do? Yes, draw some apples in the basket. (Count right regardless of where the pupils put the apples, just so the apples are inside the outlines of the basket.)

Now look at the first picture in the next row. (Indicate left-hand section in middle row.) What do you see in the picture? Read the story above the picture. What does the direction in this story tell you to do? Yes, *draw a line from Jack's hand to the donkey*. Then what will you do? Yes, draw a line from Jack's hand to the donkey.

Now look at the next picture. (Indicate right-hand section in middle row.) What do you see in the picture? Read the story above the picture. What does the direction in this story tell you to do? Yes, *make a ring around the organ*. (Count right whether the pupils circle the whole organ or any part of it.)

Now read the other stories on this page and on the next three pages. (Illustrate by turning the page and by telling the number of stories.) Remember, *first* you are to read the story. *Then* you are to do what the story tells you to do. If you come to one you cannot do, just pass it by and go on to the next. When you finish this page, go on to page 5, and page 6, and page 7. After you are all through, go back to see whether you have left out anything. (The specific direction in each instance must be followed for credit to be given. However, note the following:)

- Count right regardless of the perspective, just so wheel or circle touches front mud guard.
- Candle may be anywhere on top of cake.
- Berries may be anywhere inside the outlines of the pail.
- Must be third rung of ladder.
- Word must be underlined, not circled or otherwise indicated.
- Count right if numbers are on objects or touching them.
- Time must be indicated by hands of clocks.
- Cross must be over Jerry's ball, not on it. Line must be under Jack's ball, not through it.

(Continued on next page)

Directions for Test 3, page 8

Here are rows of words that we are going to read and mark. Look at the first row. The first word is *apple*. Find another word in the same row that means most nearly the same as *apple*. What is the word? Yes, the word is *fruit*. Draw a line around the word *fruit* because it means most nearly the same as *apple*.

Look at the next row. The first word is *city*. Find the word in that row that means most nearly the same as *city*. What is the word? Yes, the word is *town*. Draw a line around the word *town*.

Here are other rows of words. Begin with the first row of words and draw a line around the word in that row that means most nearly the same as the first word in the row. Do the same for each row. (The words to be marked are:)

- |                |             |               |
|----------------|-------------|---------------|
| 1. run         | 7. covering | 13. shoemaker |
| 2. fruit       | 8. eat      | 14. trouble   |
| 3. happy       | 9. dish     | 15. money     |
| 4. house       | 10. store   | 16. sound     |
| 5. animal      | 11. stick   | 17. food      |
| 6. blueberries | 12. sad     | 18. top       |

Directions for Test 4, page 9

Now turn to the test at the top of page 9. Look at the first row of words. In each of these words there are two letters that make one sound. Look at the first word. Say *bark*. Do you hear the part *ar*? Draw a line around the two letters that make one sound. (See that every child has drawn a line around the letters *ar*.)

Look at the second word. Say *poor*. Do you hear the part in the word *poor* that makes one sound? Yes, it is *oo*. Draw a line around the two letters that make one sound. (See that every child has drawn a line around the letters *oo*.)

Look at the third word. Say *town*. Do you hear the part in the word *town* that makes one sound? Yes, it is *ow*. Draw a line around the two letters that make one sound. (See that every child has drawn a line around the letters *ow*.)

Look at the fourth word. Say *join*. Do you hear the part in the word *join* that makes one sound? Yes, it is *oi*. Draw a line around the two letters that make one sound. (See that every child has drawn a line around the letters *oi*.)

Read each of the words in the row beginning with 1. Find the two letters in each word that make one sound and draw a line around them. After you have finished this row, go down to the next row and do the same thing for each word until you have finished all the rows. (The two letters to be marked in each word are:)

- |       |    |    |    |
|-------|----|----|----|
| 1. er | ow | ew | ou |
| 2. oi | ay | aw | ur |
| 3. ar | oo | oi | ar |
| 4. ur | au | oy | ar |

Directions for Test 5, page 9

Now look at the test at the bottom of page 9. Look at the first row of words. Some of these words have short vowel sounds in them. You are to find the ones that have short vowel sounds and put an X under each vowel that has a short sound. What is the first word? Yes, it is *add*. Do you see the vowel in it? What sound does it have? Yes, it has a short sound. We will put an X under *a*. (See that every child puts an X under *a*.)

What is the next word? Yes, it is *sent*. Do you see the vowel in it? What sound does it have? Yes, it has a short sound. We will put an X under *e*. (See that every child puts an X under *e*.)

Read the next word. Do you see the vowels in it? Do you hear a short sound? No, there is no short sound in the word. So we will not mark this word at all.

Read the next word. What is the vowel in it? What sound does it have? Yes, it has a short sound. We will put an X under *o*. (See that every child puts an X under *o*.)

Here are other words. Some of them have vowels with short sounds. Read the words and put an X under the vowels in them that have short sounds. (The correct answers are:)

- |          |      |      |       |
|----------|------|------|-------|
| 1. match | cock | line | hump  |
| x        | x    |      | x     |
| 2. shut  | note | trap | thin  |
| x        |      | x    | x     |
| 3. pond  | met  | wag  | teeth |
| x        | x    | x    |       |
| 4. wade  | pen  | slip | fog   |
|          | x    | x    | x     |

(Continued on next page)

Directions for Test 6, page 10

Now turn to the test at the top of page 10. Look at the first row of words. Some of these words have long vowel sounds in them. You are to find the ones that have long vowel sounds and put an X under each vowel that has a long sound. What is the first word? Yes, it is *hate*. What vowels do you see in this word? Which one has a long sound? Yes, it is the *a*. The other vowel is silent. We will put an X under *a*. (See that every child puts an X under *a*.) What is the next word? Yes, it is *least*. What vowels do you see in this word? Which one has a long sound? Yes, it is *e*. The other vowel is silent. We will put an X under *e*. (See that every child puts an X under *e*.) Read the next word. Yes, it is *lie*. What vowels do you see in this word? Which one has a long

sound? Yes, it is *i*. The other vowel is silent. We will put an X under *i*. (See that every child puts an X under *i*.)

Read the next word. What vowel do you see in this word? What does it say? It does not have a long sound. We do not mark this vowel.

Here are other words. Some of them have vowels with long sounds. Read the words and put an X under the vowels in them that have long sounds. (The correct answers are:)

- |         |       |      |      |
|---------|-------|------|------|
| 1. wake | cube  | inn  | need |
| x       | x     |      | x    |
| 2. nine | hut   | load | meat |
| x       |       | x    | x    |
| 3. use  | nose  | pie  | kept |
| x       | x     | x    |      |
| 4. shot | teach | size | nail |
|         | x     | x    | x    |

Directions for Test 7, page 10

Now look at the test at the bottom of page 10. Look at the first row. Read the first two words with the dotted line between them. Yes, they are *top* and *at*. Are they the same? No, they are different. Then put D on the dotted line to tell that they are different. (See that every child puts D on the dotted line.)

Read the other two words with the dotted line between them. Yes, they are *ago* and *ago*. They are the same. Put S on the dotted line to tell that they are the same. (See that every child puts S on the dotted line.)

Now look at the row beginning with 1. There are some other words here for you to read. Sometimes the first word is the same as the word across the dotted line from it. Then you are to write S on the dotted line. Sometimes the first word is different from the word across the dotted line from it. Then you are to write D on the dotted line. (The answers are as follows:)

- |      |      |       |       |
|------|------|-------|-------|
| 1. D | 5. S | 9. D  | 13. D |
| 2. D | 6. D | 10. D | 14. D |
| 3. D | 7. D | 11. S | 15. S |
| 4. D | 8. S | 12. S | 16. D |



that because he has mastered certain SKILLS, he is ready to undertake new skills and accomplishments. The aim of the supervisor is that children gain experience, make literary friends, be informed, amused, and spiritually moved by the content they read.<sup>17</sup>

Miss Barton wants the Metcalfe County teachers to realize how much a child's reading ability depends on his whole life; therefore, on her first round of visits in the fall, she makes it her business to help the teachers organize the children into groups for reading instruction.

To give an informal oral reading test for pupil grouping Miss Barton stacks all the books in the Alice and Jerry series with the easiest pre-primer on top. She selects a page, and the child reads from the top book. If he reads that page correctly or with only slight error, he is given the next book in the series, and so on until he misses four words on one page. The last book used indicates his grade placement in reading. After the children's reading levels have been determined with as much accuracy as possible through the use of permanent record cards, reading readiness tests, and informal oral test results, the classes are organized into three groups, if possible.

One hour is about the time the Metcalfe County teachers may use for reading, and in one hour she will have trouble in giving a fair time allotment to more than three groups. Miss Barton keeps reminding the teachers about keeping the groups flexible. Certain children will progress faster than others; this requires the teacher to adjust the grouping occasionally in order to keep pupils with similar abilities in the same group.

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<sup>17</sup>

Ibid, p. 124.

Selection of Materials.- After the groups are organized, Miss Barton helps the teachers with the selection of materials. There are so many beautiful, interesting, scientifically-prepared books now that the selection of materials is not a particularly difficult task except for the low-ability group.

The books used in the reading class are a challenge to a child. When he can read a story in his book correctly at sight, or with only slight error, it is desirable for him to take the next book in the series so that he will increase his vocabulary and learn some new reading skills. Miss Barton believes that the free reading provided in a classroom should present few or no difficulties. A child should be able to enjoy what he reads independently of the teacher.<sup>18</sup>

In addition to helping in grouping the pupils and aiding in selecting the materials, Miss Barton makes regular visits to the classrooms, to observe the teaching process, and helps the teachers to evaluate their progress in teaching techniques and their pupils' progress in reading.

On the following page is an example of an Individual Reading Chart set up by Miss Barton. The charts are turned in yearly by the teachers and are useful in that they give Miss Barton the name of the child and each book he has read during the year.

Results.- In just living together unhurriedly over a period of time through pupil grouping the teacher helps her children gather meaningful knowledge, build desirable habits and skills, grow in their understanding of one another as they work and play together, and develop appreciation of the importance of lasting attitudes and values that are for the good of all.<sup>19</sup>

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<sup>18</sup>

<sup>18</sup> Ibid., p. 127.

<sup>19</sup>

<sup>19</sup> "How Are We Grouping," p.364.

INDIVIDUAL READING CHART

1946-47  
 Account for every child enrolled

Write the child's name in the indicated space and check the books which he has read

											Child's name
											Name of book
											Happy Days
											Rides and Slides
											Here and There
											Day in and Day
											Fishing Hill
											Round About
											Anything Can Happen
											Down the Road
											Down the River
											Friendly Villages
											In New Places
											Through the Green
											If I Were Going
											From Sea to Sea
											Singing Wheels
											Times and Places
											Trail of Adventure
											Engine Whistles
											Deeds and Deeds
											World Around Us
											People and Progress
											From Every Land
											Child Story 7
											Child Story 8
											Appreciating Lit.
											Understanding Lit.
											List any others here.

### Observation and Evaluation of Instructional Activities

Because the scope of a thesis must be limited, only a sampling of the instructional checks used to evaluate instruction by Miss Barton are included in this study. The reader should understand that although the supervisor has the instructional checks in mind, it is not her policy to take notes within the classroom. If any notes are taken, it is after she leaves the school.

The following will give the reader a partial survey of her ways of improving the teaching process:

#### Instructional Checks for Classroom Discussions and Developmental Thinking:

1. Did the teacher review the main points of the previous lesson?  
Did the pupils suggest topics for review?
2. Did the teacher have the proper spirit of cooperation and socialization in the class? Was there a spirit of cooperation and socialized atmosphere among the pupils?
3. Did the teacher use the telling (lecture) method: (a) To aid and supplement the pupils' reading? (b) To give a background of a topic so that the pupil might more intelligently undertake his work? (c) To make summaries?
4. Did the pupils contribute valuable material in the summarization of the lesson: (a) To aid other pupils? (b) To relate present lesson to previous lessons? (c) To show individual participation?
5. Did the teacher encourage the pupils to express their opinion?  
Did the pupils express their opinions freely? Did the teacher guide the pupils in expressing their opinions freely? Did the teacher help the pupils to formulate unbiased opinions? Did the pupils show by their

discussions and comments that they actually had formulated unbiased opinions?

6. Did the teacher bring together the loose ends in the thinking of pupils? Did the pupils ask intelligent questions regarding topics to be discussed?

7. Did the teacher emphasize the necessity of being tolerant of the views of others? Did the pupils give evidence of being tolerant?

8. Did the teacher place emphasis on the formation of attitudes and concepts instead of mere memorization of facts? Did the pupils express their attitudes freely in class?

9. Did the teacher strive to develop critical evaluations of cultural, economic, and political propaganda by examining source material? Did the pupils evaluate current events rather than express snap judgement?

10. Did the teacher fortify her discussion by use of (a) daily newspaper, (b) advertisements, (c) magazines, (d) radio news comments, (e) new books, (f) pictures, (g) bulletin boards? Did the pupils bring to class: (a) briefs of magazine articles, (b) newspaper clippings, (c) cartoons, (d) picture clippings?

11. Did both teacher and pupils use the blackboard for: (a) graphs, (b) outlines, (c) maps, (d) summaries, (e) diagrams?

12. Did the teacher use good English and correct pronunciation? Did the pupils pronounce terms correctly?

13. Did pupils give oral reports related to class discussion?

Checks on Total Program of Learning in a Given School.- The supervisor looks for evidence that teaching is not divided into subject matter compartments but is a coordinated program, and for objective indications that there is variety in their learning and that it is not confined to what is found only in the textbooks.

Miss Barton likes to find charts showing individual progress in various subjects, placed where pupils can refer to them to check their own progress. She looks for a showing of student work. She notices small art projects and likes to see evidence of much creative work. She observes bulletin boards to see if they are colorful and ever-changing.

The supervisor likes to see evidence of a definite science project, even if it is a box containing growing plants. She looks for visual aids which are being used to make the subject-matter vivid. In some schools the teachers have the alphabet, in both script and printed characters of such size as to be easily seen from any part of the room, permanently displayed around the top of the blackboard. This serves as a constant guide to correct penmanship.

Another important thing noticed by Miss Barton is how the desks are kept, by both the teacher and pupils. The teacher's desk should contain only the implements and supplies necessary for doing her work with comfort, cleanliness, and efficiency.

Teachers and pupils like to feel a shared responsibility for courtesy toward visitors. Pupils who show a genuine liking for the supervisor unconsciously mirror the inner feelings of their teacher. On her part, Miss Barton wants to feel welcome in every classroom.

Instructional Checks for Observing the Teacher's General Teaching Techniques.-

1. Was the teacher exact and accurate about her plans, aims, and assignments?
2. Did she stress preparation in advance of class discussion?
3. Did she secure and hold the interest of the pupils?
4. Did she make best use of the blackboard?

5. Did she make assignments so the pupils would do much thought work rather than all memory work?
6. Did she carefully check all written work?
7. Did the pupils cooperate with her and she with them?
8. Did a sympathetic understanding exist between teachers and pupils?
9. Did she make the best possible use of library materials?
10. Did she encourage pupils to do extra reading and bring in materials not required in assignments?
11. Did she stress creative work?
12. Did she seem to have made a well-organized plan and then to follow it carefully?

These are over-all checks on instruction which would apply to any grade level and in any subject. However, there is a need for specific checks in specialized areas, such as diagnosing readiness for reading in the first grade, evaluating the reading corner, diagnosing the progress made in oral reading, and the evaluation of a specific assignment in the social studies.

#### Diagnosing Readiness for Book Reading in First Grade <sup>20</sup>

1. Does the child act and think as a normal well-developed child of six should?
2. Does he learn easily and quickly?
3. Is the child interested in reading?
4. Does he like to look at pictures in books?
5. Does he ask questions about books?

6. Does he give attention in experience charts?
7. Does he listen to stories that are read or told?
8. Has the child had a variety of experience? Is he interested in what goes on in the classroom?
9. Does he take part in dramatizations, constructive activities, and the like?
10. Does the child like to talk?
11. Does he have any serious speech defect?
12. Can he speak clearly and distinctly?
13. Can he speak in simple English sentences?
14. Does the child have any serious defects in vision? Has an attempt been made to correct them?
15. Is the child extremely timid, or does he seem to be afraid?
16. Does the child have confidence in himself?

The Reading Corner.— Miss Barton judges the reading corner by the following criteria: Is it inviting? Do I feel an urge to sit down and open a book myself? Is there sufficient light? Is there correct seating placement which gives consideration to the source of light? Are there books provided for varying ability levels? Are they readily accessible to the students? Are they changed frequently to insure variety? Is there a dictionary available? Are magazines or newspapers displayed for study of current events? Are the children interested in the reading corner?

Diagnosing the Progress Made in Oral Reading.—<sup>21</sup>

1. Can the child be heard by all?

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M. E. Broom, M.A. Duncan, Dorothy Emig, and Josephine Stueber,  
Effective Reading Instruction (New York, McGraw Hill Book Co., Inc., 1942),  
 p. 209.



2. Does the child read slowly enough and not run words together?
3. Does the child pronounce words distinctly? Sound the beginning of words? Sound the endings of words? Say each syllable clearly?
4. Is the child free from tension?
5. Is the child natural and sincere?
6. Is the speech of the child convincing?
7. Is the child's voice pleasing and cheerful?
8. Is the child's voice well pitched?
9. Is there variety of tone and pitch.

Evaluation of a Specific Assignment in the Social Studies.<sup>22</sup>

1. Was the assignment definite, did the pupils pay attention to it, and did they use notebooks for recording the assignment?
2. Did the teacher use illustrations and examples for purposes of arousing interest?
3. Did the teacher make use of blackboard, charts, and diagrams in making the assignment? Did the pupils suggest current issues for class discussion?
4. Was adequate time given to making the assignment? Did pupils volunteer for extra work?
5. Did the teacher supplement the regular class work with well-chosen supplementary material? Did the pupils suggest and volunteer material to which they have access?
6. Did the teacher stress phases of the social-studies work which are generally related to past experiences? Did the pupils call attention

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Roy J. Levy, "Appraisal Sheet for Classroom Observation in The Social Studies," Social Education, Vol. VI, No. 5 (Washington, D. C., National Council for The Social Studies, May, 1942), pp. 217-19.

to unfamiliar terms not emphasized by the teacher?

7. Did the teacher assign special reports on the basis of interest and/or ability? Did the pupils take an active part in the development of the assignment?

8. Did the teacher show pupils how to find subject material in such a way as to save time and avoid duplications? Did the pupils understand how the assignment is related to previous assignments?

9. Did the teacher emphasize the proper use of new terms? Did the pupils seem interested in the assignment?

10. Were unfamiliar terms placed on the blackboard and pronounced? Did the pupils follow the teacher's suggestions?

11. Did the teacher set tasks that are in line with the aims? Did the pupils suggest supplementary material to be used in the assignment?

12. Did the teacher give an overview of the assignment? Did the pupils understand the relation between the individual assignments?

#### Post-Visitation Activities

The classroom visit is valueless unless there is some method by which the reactions and suggestions of the supervisor are sure to be made known to the teacher. The best follow-up procedure is the "conference." Supervision of the best type is impossible without visitation, and especially without the final phase, the post-visitiation conference.

The post-visitiation conference is an individual conference between Miss Barton and the teacher at the conclusion of the visit. In preparing for this conference Miss Barton makes an analysis of the teaching observed. She uses several points for emphasis. The good points of the teacher's classroom procedure receive attention, as well as the weak points. She leads the teacher to discuss her work in order that the points intended

for emphasis come as a natural observation of the work in question. Miss Barton conducts these post-visitation conferences along the following lines:

1. A friendly atmosphere and a professional attitude is maintained.
2. An attempt is made to obtain all the facts concerning the attitude of the teacher toward a problem.
3. The teacher is led to suggest her faults and her major strengths.
4. Some suggestions are offered; no orders given.
5. No criticism is offered unless something can be suggested in the way of improvement.
6. The faults in the teaching process are approached indirectly.
7. The post-visitation conference is closed when all is clear to the teacher.

A teacher may desire help in particular phases of problems that apply to his pupils or subjects. In these cases the individual conference is most effective. The ideal situation is to create an interest on the part of the teacher in his own improvement so that the conferences arises out of a desire on the part of the teacher to solicit the help of the supervisor in the problems that confront him, such as diagnosing pupil difficulties, assignments, and testing programs.

Some of the subjects which have been discussed in these post-visitation conferences between Miss Barton and the Metcalfe County teachers are:

1. Methods for giving variety to the teaching of reading, arithmetic, and spelling.
2. Ways of helping slow or retarded children from underprivileged homes and ways to keep bright children busy and interested.

3. Advice on disciplinary problems.
4. Ways to use devices effectively, such as blackboards, maps, and globes.
5. Methods of getting children to prepare lessons.
6. Techniques in the use of workbooks.
7. Guidance in extending in-service training through such things as professional reading.

Miss Barton hopes to establish the acceptance of long-range instructional checks which cover the work of primary grades as a unit, or intermediate grades as a unit. She puts these into the hands of the teacher in mimeographed form, and these are the things which both the teacher and the supervisor are working toward. These long-range checks are thoroughly discussed by them in the post-visitation conference, and in this way the (teacher can engage in self-evaluation of her long-term objectives.) The following lists as used by Miss Barton for this purpose are for the most part suggested in Guide for Teaching in Elementary Schools.<sup>23</sup>

Instructional Checks for Pupil Achievement in Reading.- Intermediate Grades.

1. Has the child extended and refined the habits, attitudes, and understandings of the work in preceding grades? Does he show an increasing interest in good literature? Is there stimulation of abiding interests in reading?
2. Does the child show increasing enjoyment of beauty of expression as found in the author's choice of words, figurative language, descriptive

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Published by the State Department of Education, Division of Elementary Schools, Nashville, Tennessee, 1943.

passages, and sound rhythm?

3. Is the child forming simple standards and ideals of living through reading, through contacts with noble characters, and through interpretation of results of actions and events? Is there a wide background of appropriate experiences?

4. Does the child make independent contributions to activities as a result of wide reading? Does he know how to use reference materials?

5. Does the child use all clues readily and easily in the identification of words? Can he read as well in other subject matter fields as he does the reading lesson? Does he know how to scan? To find answers to questions? To find pages? To find descriptions?

6. Is the child building up ideals of right living through his reading? Does he use leisure time to an increasing extent in reading both for pleasure and for information? Does he make independent contributions to activities as a result of wide reading?

7. Is there a meaningful vocabulary growth? Is there accuracy in pronunciation and enunciation?

8. Is there ability to understand and use English sentences? Is there mastery of the fundamental mechanics in reading?

9. Is there an extension of abilities and skills in oral reading. Is there an extension of abilities and skills in the various types of silent reading?

10. Is there accuracy in comprehension of materials read? Is there correct interpretation of meaning?

Instructional Checks for Pupil Achievement in English.— Primary Grades.

1. Can the child pronounce common words distinctly? Does he sound all letters correctly? Does he speak without noticeable defects?

2. Can the child tell his name and the names of his family and friends? Can he express his thoughts in sentences? Does he express his own ideas freely and spontaneously in group activities?
3. Does the child have the ability to use courteous expressions in introducing, greeting, parting, inviting, thanking, requesting, apologizing?
4. Does the child have the ability to see humor in jingles, rhymes, riddles, comic pictures, songs, and stories? Does he have the ability to enjoy, with the group, good songs, good pictures, and good books?
5. Does the child have the ability to understand that some stories are real and some are make-believe?
6. Is the child beginning to notice new words and trying to add some to his speaking vocabulary? Is he interested in correcting a few common errors of speech?
7. Does the child use capitals, periods, and question marks in writing?
8. Does the child have the ability to carry on conversation? Is he able to tell interesting experiences? Can he present and give well-organized information through oral report?
9. Has the child begun to understand there is a time to refrain from frankness?
10. Does the child visualize scenes and actions while listening?
11. Has the child begun to use correct forms of plurals, contractions, pronouns, verbs, and adverbs? Does he avoid excessive use of connectives and interjections?
12. Can the child write a very short paragraph or simple poem? Can he copy sentences correctly? Can he write his name, address, age, grade? Can he find and correct errors in his writing?

Instructional Checks for Pupil Achievement in English.- Intermediate Grades.

1. Has there been created in the child a desire for self-expression, self-development, and better understanding of others through language growth? Is the child sensitive to listeners and aware of his obligation as a listener when others are speaking? Does he have sufficient knowledge of the language skills of his level to enable him to engage successfully in activities within his own experience, such as conversing, letter writing, composing, telephoning, discussing, and gathering information?

2. Has the child developed his own creative expression in plays, poems, and stories? Is the child developing the power in oral presentation of plans and in handling discussions in group meetings? Has he formed the habit of doing his work to the best of his ability?

3. Is the child able to express his own thoughts with freedom in a well-organized paragraph? Is he developing the characteristics of leadership and a spirit of cooperation through language growth? Does he have understanding that the work he is doing is for his own improvement rather than for the teacher who assigned it?

4. Has the child developed a wholesome consciousness of common errors in spelling and pronunciation of words and a critical attitude for correct usage? Is he becoming sensitive to the best choice of words? Is he able to let other people offer suggestions and criticism of his work that will be helpful?

5. Has the child developed a social urge for the mastery of needed writing skills and neatness in all his work? Is the child developing the ability to pronounce clearly and correctly words within his experience? Does he observe other people in speaking and writing in order to improve

his own work?

6. Has the child become familiar with the correct forms of writing letters, invitations, and addresses? Does he observe other people in speaking and writing in order to improve his own work?

7. Does the child recognize and use different kinds of sentences? Can he write a paragraph with a topic sentence and several related sentences in sequence? Is he working to increase his vocabulary?

8. Is the child developing the ability to use references and assemble and organize material?

9. Is the child interested in the language of other peoples as he studies about their countries?

10. Has the child developed the habitual use of correct forms taught in lower grades?

11. Can the child write simple sentences from dictation?

12. Is the child developing a favorable attitude toward letter-writing?

Instructional Checks for Pupil Achievement in Arithmetic.- Primary Grades.

1. Is the child practicing cooperation in group activities in building up number concepts? Does the child recognize groups of objects through 10?

2. Is the child having rich experiences in measuring and counting during classroom activities?

3. Is the child developing a meaningful arithmetic vocabulary?

4. Can he count objects? Can the child count to 100? Can he read numbers as needed in reading calendars, finding pages? Can he write plainly, with well-formed figures, numbers to 100?

5. Does the child recognize coins and know their value? Can he tell



hours on a clock?

6. Does the child have a concept of one-half as he encounters it in his experience?

7. Can the child count by 5's and 10's to 100?

8. Does the child understand through real situations that addition is a process of putting together? Has he gradually made automatic the 100 addition combinations, both oral and written?

9. Can the child apply the addition and subtraction facts to real or imaginary problems?

10. Can the child add columns of one-digit addends, sums not over 10? Can he add examples of two or more digit addends when no carrying is involved?

11. Can the child subtract to meet his current needs in examples of two or more digit minuends and subtrahends when no borrowing is involved?

12. Is the child able to check his work?

13. Can the child visualize a problem situation?

14. Is the child's attention focused upon correct thinking as well as upon securing the correct answer?

Instructional Checks for Pupil Achievement in Arithmetic.- Intermediate Grades.

1. Has the child cleared the difficulties and deficiencies in work of previous grades before starting new phases?

2. Has the child developed the habit of absolute accuracy and reasonable speed? Has he developed an increased skill to understand and correctly use the quantitative signs and symbols needed in the four fundamental operations with integers and fractions?

3. Does the child understand the zero concept in problems within his

experiences? Has he developed an increased skill to read and write any number and numerical word which he may have occasion to use in fundamental processes and reference work?

4. Can each child keep scores in games? Can he compute for a trip?
5. Does the child have an increased knowledge in multiplication up to three digit numbers?
6. Has he learned to use the process of long division in dividing by one-place numbers?
7. Does the child have a knowledge of the graphs related to temperature and his weight?
8. Has the child developed an increased skill in reducing or changing the form of a fraction, including the habit of reducing the final answer to the lowest terms?
9. Has the child developed an increased skill in solving one- or two-step practical problems involving addition and subtraction of fractions?
10. Has the child developed an increased skill in the use of cancellation?
11. Can the child subtract dates to find ages or how long ago an event took place?
12. Has the child developed a skill in reading and writing of decimals of not more than two places?
13. Can the child express per cents as common fractions? Can he find percentages?
14. Can each child recognize and solve problems dealing with school situations as measuring for proper seating, computing air space, reading and recording temperature readings?
15. Can the child find averages? Can the child divide small numbers

by short division?

16. Can the child use arithmetic to solve the problems that arise in school and community activities?

Instructional Checks for Pupil Achievement in the Social Studies.-

Primary Grades.

1. Does the child have the ability to cooperate with the group?
2. Does the child show an improved spirit in play?
3. Does the child express, evaluate, and accept worth-while opinions?
4. Does the child show an appreciation of the work and value of cleanliness, fairness, promptness, perseverance, helpfulness, self-reliance, thoroughness, cheerfulness, courtesy, obedience, and self-control?
5. Does the child respect the rights of others? Does he appreciate the work of others? Is he willing to follow as well as lead? Does he share and care for materials?
6. Does the child have habits of safety on streets and highways?
7. Is the child courteous?
8. Is the child beginning to assume responsibility for his actions?
9. Does the child make good use of inexpensive materials, wrapping paper, boxes, and printed materials?
10. Is the child beginning to make wise use of time? Is he punctual?
11. Is the child able to appreciate nature, plants, and animals as helpers in his community?
12. Does the child realize that three necessities of life are food, clothing, and shelter?
13. Does the child realize the necessity for communication and the methods of communication?
14. Does the child realize the necessity for transportation and the

ways of transportation?

15. Does the child show an interest in geography that will carry him into the work of later years?

16. Does the child have a respect for and sympathetic attitude toward his neighbors and their occupations?

17. Has the child acquired an understanding of the technical words and terms that are necessary for him to understand the work in the community?

Instructional Checks for Pupil Achievement in the Social Studies.-

Intermediate Grades.

1. Does the student have the ability to read geographic material of his level sufficiently well to carry on his part of the work?

2. Does the student have the ability to use pictures, maps, and globes in finding solutions to his problems?

3. Does the child understand how climate affects the way people work and live?

4. Does the child appreciate the achievements of other races?

5. Has the child established the habit of using references?

6. Does the child have the ability to locate the places studied?

7. Is the child able to compare the resources of other lands with ours?

8. Does the child have a friendly feeling toward the people in other parts of the Americas?

9. Does the child understand the background of their development? Has he learned something of their music, art, literature, and recreation?

10. Does the child know of some outstanding people, past and present?

11. Does the child understand differences of opinion on such problems as trade relations due to competing markets?

12. Does the child know about the health, regional diseases, and sanitation of the Americas?

13. Does the child understand the present form of government in each country?

14. Does the child understand the different standards of living which prevailed at different periods in the countries studied?

15. Does the child interpret accurately a wide variety of graphic material, rainfall maps, and charts?

16. Does the child understand the kinds of government under which our ancestors lived?

Instructional Checks for Pupil Achievement in Spelling.- Primary Grades.

1. Can the child print or write some three-letter words from memory WITHOUT spelling them?

2. Is the child using writing or printing as a natural tool of expression?

3. Does the child have an understanding of the relative size of letters and the correct point at which to begin them?

4. Is the child's work reasonably neat?

5. Does the child have a desire to spell?

6. Does the child use correctly all words learned in spelling in his various writing activities?

7. Does the child know the sound of letters? Does he know the names of all letters?

8. Has the child the ability to see, hear, write, and pronounce words and use them correctly?

9. Does the child understand that spelling is a tool or instrument to be used in expressing himself and must, therefore, be used skillfully?

Instructional Checks for Pupil Achievement in Spelling.- Intermediate Grades.

1. Is the child able to use the dictionary or various sources within his environment to enable him to master new words?
2. Does the child recognize the need to learn to spell a word incidentally without being directed or told to study it?
3. Is the child able to use and spell correctly the words he has frequently experienced in his written work?
4. Does the child use words that he has mastered in his everyday writing?
5. Does the child know the sounds of all letters and combinations?
6. Does the child understand the marking of letters in the dictionary?

Instructional Checks for Pupil Achievement in Writing.- Primary Grades.

1. Can the child copy charts from the board?
2. Can he write his name legibly?
3. Can he write other people's names?
4. Does he write large?
5. Does he know proper letter formation?
6. Does he show a sense of spacing?
7. Can he write many words from memory?
8. Can he find words in books which he wants to use?
9. Does he use writing as a means of expression?
10. Can he create a story of three or more sentences?
11. Is he recognizing writing as a natural tool of expression?
12. Is his work reasonably neat?
13. Does he have some ability to recognize imperfection in written words and practice for self-improvement?

14. Does he appreciate a good quality of writing?
15. Does he habitually adopt correct posture when writing?
16. Has he developed the ability to use standard rules in checking his work and in showing progress?

Instructional Checks for Pupil Achievement in Writing.- Intermediate Grades.

1. Does the child appreciate writing as a means of keeping records and communicating thoughts?
2. Does he know and use correct letter formation?
3. Does he confuse u and n, t and l in cursive writing?
4. Does he use manuscript for booklets, copying poems, titles of pictures?

Instructional Checks for Self-Evaluation of the Teacher.-

1. Do the children like to study the subject or to engage in the activity in progress?

Is the work real, vital, interesting? Are the pupils' faces alive with enthusiasm? Each child should be alert, busy with something. He should have a happy expression on his face. If the teacher in the classroom discovers that the pupils are NOT interested, he should find out why.

2. Are the children taking an active, self-initiating, purposive part in the work and not evidencing merely a passive, imposed, inflicted-by-authority mode of behavior? Are the children exercising voluntary, rather than involuntary behavior?

3. Is there evidence of progress in the acquisition of fundamental knowledge, skills, abilities, attitudes, and appreciation peculiar to the subject or activity being observed?

In connection with this question there are two important considera-

tions: (1) Does the teacher avoid teaching subject matter in isolated form, or does she strive to integrate it around ever larger and larger schools?

(2) Is the training of the child consistent?

4. Am I developing effective study habits?

It devolves upon every teacher to give her pupils instruction in how to study the school subject or subjects for which she is responsible. There are some general skills which all teachers of content subjects should seek to develop, such as the ability to summarize, to pick out the main points in a section, or to evaluate what is read. Such specialized skills should be developed as the ability to read maps, to interpret tables and graphs, or to use an index.

5. Am I taking into account the individuality of each child?

No two children are cut over the same pattern physically, intellectually, or emotionally. No two children need the same equipment in life, and no two can be taught in identically the same manner. What in the teacher's instruction takes account of this evident truth? Is the class divided into sections? Are the assignments, subject content, or methods differentiated?

6. Am I concerned with the use of good English?

Does the teacher use correct English, and is she constantly on the alert to note violations of good usage on the part of the pupils? This criterion applies not only to all written work of the pupils but to oral expression as well.

7. Am I sensitive to the physical and mental health of my pupils?

Am I quick to note the presence of physical diseases or defects? Am I sufficiently trained so that I can detect the incipient stages of a dangerous psychosis or neurosis? Mental hygienists tell us that in every room of forty children, an average of two will some day enter an insane



asylum. How important is reading, writing, or arithmetic to one of these unfortunates as compared with a well-behaved, integrated pattern of behavior traits?

8. Am I promoting social and civic adjustments?

Am I teaching the children to work harmoniously together, to share responsibility, to be cooperative rather than competitive?

9. Is the child given opportunity to think, and was he being led to using thought rather than memory in solving his problems?

In evaluating pupil responses we should be more concerned with "getting an idea from a pupil than getting an answer."

10. Am I stimulating and encouraging creativeness?

One can learn to create only by being given opportunity and encouragement to create. Consequently, it would seem that I should provide for some development of inventiveness, originality, or creativeness in my classroom.

Objective II. To Improve Instruction through Having the Teaching Personnel Observe a Master Teacher at Work, Usually Termed Demonstration Teaching.

Demonstration teaching has a long and honorable history. Over a century ago Henry Barnard, while commissioner of education in Connecticut, organized a traveling demonstration class of twelve children and a successful teacher. This traveling exhibit, housed in a covered wagon, was sent over the state to demonstrate the best methods of teaching in an effort to influence current practice.<sup>24</sup>

When the Department of Superintendence sponsored a demonstration lesson

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<sup>24</sup>

Jacobson & Reavis, op. cit., p. 528

at the February meeting in St. Louis in 1936, taught by a master teacher, a crowd estimated at over 4,000 administrators came to see, remained to be inspired, and went away with new ideas which influenced classroom teaching procedures in their schools.<sup>25</sup>

It seems axiomatic that in teaching a new procedure or skill the presentation of a concrete illustration will be more effective than an abstract explanation. Demonstrations should be particularly valuable for: (1) beginning teachers, (2) mature teachers who are interested in new methods of teaching, but are not sure how to proceed, (3) teachers who are in a mental rut, and (4) teachers who are out of touch with modern methods of teaching.<sup>26</sup>

Certain general principles underlying good supervisory procedure have come to be accepted as governing the work of all supervisors. Of these general principles, at least three relating to the use of the demonstration lesson as an agency in supervision have been generally accepted as sound: (1) The demonstration should be confined to those phases of work included in the objectives set up for the county at the beginning of the year, (2) The supervisor must be well acquainted as well as possible with the school situations in which the various teachers work, and there must be an understanding between the teachers and the supervisor as to the principal features of the various situations, and (3) The demonstrations must be planned to meet the individual needs of as many teachers as possible.<sup>27</sup>

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25

Ibid., p. 528.

26

Ibid., p. 529.

27

Cassie R. Spencer, "The Demonstration Lesson as An Agency in Supervision," The Elementary School Journal, Vol. 26 (Chicago, University of Chicago, April, 1926), pp. 619-26.

Aims of Demonstration Teaching in Metcalfe County.-

1. To enable visiting teachers to see the interest and enthusiasm of the children when a lesson is thoroughly prepared by the teacher.
2. To help the visiting teacher to see the choice of method of the demonstration teacher in the progress of the lesson to attain the aim.
3. To see how a demonstration teacher works for interest, acquisition of facts, desirable traits, and accomplishment of the aim.
4. To show the visiting teacher the advantages of effective assignments.
5. To challenge the visiting teachers to prepare assignments and lesson plans in their individual classrooms.

In this new school year, 1947-48, Miss Barton will initiate the technique of demonstration teaching in the Allen's Grove School, under the direction of Mrs. Ruby Gordon Roberts, teacher in this one-room rural school. Mrs. Roberts, in planning for the demonstration teaching, has confined her work for this year to the field of reading. Miss Barton, through visitations, is acquainted with the reading situations and difficulties in all the one-teacher schools in the county. She has worked with Mrs. Roberts in organizing the plans for teaching of reading and has tried to meet the individual needs of the majority of the classroom teachers.

Of the various types of demonstration lessons, the following are the most common: (1) the lesson or series of lessons taught for a group of teachers who are meeting outside the classroom, (2) the lesson taught for the individual teacher by the supervisor during the classroom visit, and (3) the lesson or series of lessons taught by a teacher in her own classroom for a group of visitors.<sup>28</sup>

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<sup>28</sup>

Ibid., p. 621.

Miss Barton has selected as the most practicable demonstration lesson, number 3, that which is taught by a teacher in her own classroom for a group of visiting teachers. Although the supervisor has been trying to interest several Metcalfe County teachers in doing demonstration work, it has not been an easy task for Miss Barton to secure the consent of a superior teacher to prepare demonstration lessons. Some are diffident, and others fear the unprofessional will consider them as "showing off."

When Miss Barton called Mrs. Roberts's attention to the value of the demonstration and discussed it as a means of improving her own teaching, she agreed to the plan. As a result, Mrs. Roberts is planning good classroom routine and some good methods in reading, and for later use methods in the social studies. Miss Barton believes that in this type of demonstration there is opportunity to show excellent management of many details which would be confusing if brought into the discussion at a post-visitation conference.

The demonstration lesson helps different types of teachers to improve their methods without the introduction of the personal element: (1) the indifferent teacher, (2) the self-satisfied teacher who feels that her advanced training is sufficient, and (3) the mediocre teacher who hesitates to admit her difficulties will find her attitude changed entirely by observing another teacher who is willing to submit her teaching to the criticism of the group.

Following is the reading lesson plan set up by Mrs. Roberts and Miss Barton for introducing demonstration teaching to Metcalfe County teachers in the 1947-48 school term.

### Reading Lesson for Early Work in First Grade

In reading this lesson plan for demonstration teaching the reader should know the pupils have been grouped according to readiness and ability in reading. Mrs. Roberts has her first grade divided into three groups. Mimeographed copies of this lesson will be given each visiting teacher before the demonstration.

Group III will review the chart "Pets." (This chart is composed of brightly colored pictures of various animals that could be kept as pets. Since the pupils in Metcalfe County schools are from rural areas, they should be familiar with all pets). Encourage complete sentences for the answers.

Questions to be used:

"Joan, name the animals on the chart." "John, show me the dog on the chart." "What color is the cat?" "What does a dog say, Jimmy?" "What can a dog do, Mary?"

Ask similar questions about all the animals on the chart.

A chart, "Toys," will then be shown to the children. Pictures of several toys are on the chart. Proceed with a review of this chart in much the same way as was done with the pet chart. Questions should lead to a discussion of the differences in contour and how each toy can be used.

"What can you do with a ball?" "What can you do with a top?" Tell me which toy you like best, Jack?"

Lead the children to tell of toys they have at home. Plan so that the suggestion of bringing toys from home will come from the children.

Group II - The toy and pet charts should be reviewed quickly, using the same procedure as with Group III.

Introduce a new chart on which are pictured two columns of animals.

There are matching pairs of animals, but they are not in direct relation to each other. Say, "On this chart are many animals. Look carefully and you will see that there are two lambs, two pigs, two chicks, and two goats. Celia, can you show me two pigs that are the same?" The same procedure may be used with the other animals.

Group I - This is the most advanced group, and it is ready to begin using a reading book, BEFORE WE READ.<sup>29</sup> Allow the children to examine the book, look at the pictures, and comment on them. Then look at page 1, a large picture introducing the characters and animals, and ask such questions as these:

"Ted, whom do you see on this page?" "I told you his name earlier today. What is it?" Erma, what is Dick doing?" "What is Spot doing?" "What is Baby doing?"

See that the questions are formulated in complete sentences.

On page 2 of the book three animals and a bird appear in outline form.

Seatwork.-- A page of animals for a booklet on pets has been mimeographed. Each child is to color his page as he would like to have it. Lines are to be drawn connecting the two dogs, the two kittens, the two rabbits, and the two pigs. This activity will necessitate muscular coordination, judgment in choice of colors, and identification of like animals.

Results.-- The real value of demonstration lessons is determined by the resulting improvement in the classroom procedure of the teacher concerned. Miss Barton will follow these demonstration lessons by visits to the classroom of the particular teachers for the purpose of determining the extent to

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<sup>29</sup>

W. S. Gray and Marion Monroe, Before We Read, teacher's ed. (Chicago, Scott, Foresman and Company, 1937).

which the teachers are profiting from the observation and discussions. These visits, she believes, will give her an opportunity to discuss with the teachers suggestions for the next demonstration meeting.

## CHAPTER VII

## PART I

## ANALYZING METCALFE COUNTY SUPERVISORY SERVICES

It is the purpose of this chapter to analyze the actual supervisory activities, techniques, and methods used by Miss Barton in her program of supervision in Metcalfe County for the years 1945-47. Evidence presented in the following pages was gathered by means of a questionnaire\* sent by the writer to the sixty-three elementary school teachers. Data in this analysis are taken from responses to the above-mentioned questionnaire.

Few critics of the administrative officers and teaching staff of Metcalfe County have said that Metcalfe County would do better without supervision, but the criticism heard frequently by the writer, while residing in Edmonton to gather data for this study, was convincing proof that these critics are confused and in disagreement as to just what a good program of supervision means to their county schools. Many conflicting opinions were heard. Some pointed to recent improvement in the schools and instructional processes as evidence of the efficiency of supervision in education, while others said supervision was not economical in its value to the county.

The first section of the questionnaire was concerned with number of years teaching experience and amount of college semester hours of training. This section is thoroughly presented by tables in Chapter II of this study.

The second section of the questionnaire was a list of ways in which

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\* A copy of the questionnaire will be found on page 130. No signatures were required by the writer, who believed a unsigned questionnaire would be more accurately checked by the teachers.



Miss Barton gave aid to the teachers through her program of supervision. Twelve aids were given, and recipients were asked to check these as either EXCELLENT, VERY GOOD, FAIR, NO RESPONSE, according to the individual value of each aid.

The questionnaire was mailed to the sixty-three elementary teachers in the county and the writer received fifty-four responses, a percentage of 86.

The questionnaire leaves much to be desired, since any rating of lists, such as the aids and activities, can only be tentative, with current localized problems and perplexities on the part of the teachers a potent factor in the placing of value on the listed supervisory services. It is not the purpose of this chapter to speculate as to the reasons for divergencies of opinions, but it is significant that the teachers are particularly aware of the value of these services of supervision for helping them to achieve satisfactory instructional adjustment.

Brief Discussion of Tables XI and XII.- Analysis of these data indicate that the teachers are conscious of the relative importance of the supervisory services which has been attained by Miss Barton's program of supervision in Metcalfe County. This is a prerequisite to the success of any program of supervision.

The responses to the questionnaire concerning the supervisory services are encouraging in revealing that, contrary to the opinions of some of the administrative officials and classroom teachers, there is general agreement of opinion among the fifty-four elementary teachers who responded as to the substantiality of these listed aids and activities. This statement is verified by the fact that a majority of their checks are EXCELLENT and VERY GOOD.

It may be well, in the light of the questionnaire responses, EXCELLENT and VERY GOOD, for the administrative officers and classroom teachers to ask themselves whether or not supervision has been successful in Metcalfe County in the short period of two years.

This evaluation by the teachers of the various types of supervisory services used in the county for providing desirable instructional procedures for teacher use, commensurate with the preparation and planning Miss Barton has done for her program of supervision in Metcalfe County.

TABLE XI  
REPORT OF TEACHERS REGARDING THE RELATIVE WAYS IN WHICH THE SUPERVISOR  
GAVE AID TO THE TEACHERS

Aids	Excellent		Very Good		Fair		No Response	
	#*	%	#	%	#	%	#	%
1. Daily Schedule arrangement	10	18	19	35	14	26	11	20
2. Floor plan arrangement	10	18	19	35	12	22	13	24
3. Selection of readers, basal plus supplementary	39	72	5	1	4	1	6	1
4. Pupil grouping	38	70	10	18	3	.6	3	.6
5. Providing professional reading material	25	46	11	20	6	1	12	22
6. Help in securing needed classroom equipment	21	38	14	26	9	2	10	18
7. Use of visual aid equipment	23	42	16	30	10	18	5	1
8. Indicating suitable teaching methods	29	54	14	26	4	1	7	1
9. Help with achievement testing program	35	64	10	18	5	1	4	1
10. Planning reading program for group reading	32	57	9	2	6	1	7	1
11. Aid in stimulating pupil's interest in library reading	26	48	14	26	8	1	6	1
12. Placement of retarded pupils	23	42	12	22	11	20	8	1

\*# - Number of teachers reporting.

% - Percentage of responses.

TABLE XII  
 REPORT OF TEACHERS REGARDING THE VALUE OF ACTUAL SUPERVISORY ACTIVITIES  
 USED BY MISS BARTON IN HER PLAN OF SUPERVISION

Activities	Excellent		Very Good		Fair		No Response	
	#	%	#	%	#	%	#	%
1. Visitation by supervisor	38	78	8	2	1	.2	7	1
2. Post-visitation conference	26	48	9	2	5	1	14	26
3. Total-Group compulsory teachers' meetings	16	30	19	35	9	2	10	18
4. Elementary teachers' voluntary meetings	30	55	18	33	6	1	0	0
5. Small group meetings	24	44	16	29	8	1	6	1
6. Supervisory letters	30	55	13	24	5	1	6	1
7. Observation of supervisor's teaching	34	62	10	18	4	1	6	1
8. Individual conferences	22	47	19	35	4	1	9	2
9. Demonstration teaching	26	48	12	22	5	1	11	20



	Excellent	Very Good	Fair	No Response
10. Planning reading program for group reading				
11. Aid in stimulating pupil's interest in library reading				
12. Placement of retarded pupils				

### III. Supervisory Activities

To the teachers: Please check supervisory activities listed below and rank each according to its value to you.

	Excellent	Very Good	Fair	No Response
1. Visitation by supervisor				
2. Post-visitation conference				
3. Total-group compulsory teachers' meetings				
4. Elementary teachers' - voluntary meetings				
5. Small group meetings				
6. Supervisory letters				
7. Observation of supervisor's teaching				
8. Individual conferences				
9. Demonstration teaching				

### IV. Professional Magazines

To the teacher: Please make a list of the professional magazines to which you subscribe.

- 1.
- 2.
- 3.
- 4.
- 5.

## PART II

## EVALUATING THE WORK OF A SUPERVISOR

Supervisory procedures cannot be evaluated adequately by means of objective techniques alone.<sup>1</sup> It is necessary to resort to subjective judgment based on the objectives to be achieved, the various ways of supervising, and the reactions of teachers, pupils, and parents to the methods used locally. This informal type of appraisal may be supplemented by the study of pupil performance on tests, pupil and teacher participation in school activities, and other concrete evidences of school progress. Comprehensive and well-kept records and reports are important sources of such evidence. Back of these records and reports are the tests, rating scales, checklists, and other devices used to obtain pertinent information systematically.<sup>2</sup> With the aid of such tools, the appraisal of supervision can proceed far beyond mere guesswork or blind adherence to tradition, but still is not scientifically valid.

The following information in this chapter is taken from Barr, Burton, and Brueckner.<sup>3</sup>

The literature of evaluating supervision up to 1931 is well summarized in the FOURTH YEARBOOK<sup>4</sup> of the Department of Supervisors and Directors of Instruction entitled THE EVALUATION OF SUPERVISION. Although this yearbook

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1

Berman and others, Sixteenth Yearbook, p. 291.

2

Barr, Burton, Brueckner, op. cit., p. 754.

3

Ibid., pp. 796-801.

4

Clifford Woody and others, The Evaluation of Supervision, Fourth Yearbook of the Department of Supervisors and Directors of Instruction (Washington, D.C., National Education Association, 1931), pp. 97, 101-107.

is now some years old, it contains much valuable material. It contains, too, what is probably the most elaborate check-list yet devised for supervisory self-appraisal. It is accompanied here by selected paragraphs from the discussion:

The possibility of intelligent analysis by the supervisor of himself and his work is dependent upon a satisfactory appraisal of the activities and results of supervision. Scientific investigation is slowly contributing objective evidence which will furnish a valid basis for judging one's own work. Until such time as there is a sufficient accumulation of facts as to what constitutes supervision and what activities bring most desirable results, we can only experiment with rating scales and check-lists as a means of improving supervisory service. Such experiment is justifiable, however.

#### A Check-List for Analyzing Supervisory Service

##### General Explanation

The use of a check-list is suggested as a means of analyzing and evaluating one's own work with a view to appraising and improving it. A check-list is suggested rather than a more formal rating scale because the committee feels that present knowledge of the ways and means of supervision and of results obtained is too meager to warrant the use of any measure which might presume to be precise and final. The check-list suggested is not in any sense an instrument of measurement; it is intended to be used for diagnostic purposes. The result of this self-analysis should be to discover what is being accomplished and to identify those activities and characteristics which are functioning actually to facilitate learning in children and teachers.

The activities listed are those agreed upon as being in the supervisor's province. These activities are being used by supervisors in the field. Their relative or even ultimate importance has yet to be determined. In fact, future investigation may necessitate leaving out items now included. Again, the check-list, properly used should help to determine that.

It is felt that the results which a supervisor achieves are the best indication of the effectiveness of his work. Consequently, these are considered first. The list of personal traits is purposely brief. No one can question the desirability of a supervisor's possessing as many admirable personal qualities as possible. The difficulty lies in arriving at any common agreement as to the selection of characteristics, the definition of terms, or the significance of any given trait in producing results.

No attempt is made to weight the various elements. It is felt that weighting would be justified only if evidence were available as to the relative importance of the items enumerated. Moreover, since the check-list is to be used for self-analysis rather than for rating, it seems possible to realize the purpose without weighting the elements.



No provision has been made for a final accounting. After underscoring the items according to the three degrees mentioned, a general conclusion can be made: below average, average, superior.

Each item is followed by three descriptive terms which suggest three degrees of achievement. The explanation which follows each item should be read before attempting to determine which degree one has attained.

### Check-List for Self-Analysis

#### I. Results of the Supervisor's Activities

##### A. Effect on Pupils

1. Initiative (lacking, moderate, marked)  
Children are growing in ability to initiate worth while activities.
2. Responsibility (careless, passive, careful)  
Children are developing ability and willingness to assume responsibility for the successful outcome of school activities.
3. Methods of study and work (inefficient, ordinary, efficient)  
There is growth in ability to see problems in life situations, in ability to plan and carry out the solution of these problems and in the ability to generalize and transfer solutions.
4. Use of leisure (inferior, average, superior)  
There is a growing tendency for the children of the community to make wise use of their leisure time; there is a decrease in aimless activity and an increase in wholesome enterprises for out-of-school hours.
5. Health habits (careless, moderate, careful)  
Children are acquiring those habits which produce and maintain good health.
6. Achievement in the "Three R's" (inferior, average, superior)  
Children display satisfactory achievement in reading, writing, arithmetic, language, and spelling.

##### B. Effect on Teachers

1. Understanding of child nature (little, passable, superior)  
The supervisor guides his teachers to a more adequate knowledge and better understanding of child nature in the light of the contributions of science in the fields of biology, psychology, and sociology.
2. Understanding of human relations (little, passable, superior)  
The teachers are growing in their ability to recognize and respect the personalities of other people, particularly children.

3. Understanding of educational values (little, passable, superior)  
The supervisor guides his teachers in acquiring a knowledge and understanding of the larger issues in education. He is concerned with vital problems of child welfare and leads his teachers to a keener interest in current educational problems and to a scientific attitude toward their profession.
4. Recognition and diagnosis of teaching difficulties (weak, limited, skillful)  
The supervisor helps his teachers to recognize the difficulties which daily confront them. Teachers are learning how to evaluate and diagnose difficulties.
5. Techniques for solving teaching problems (ineffective, ordinary, effective)  
The supervisor stimulates his teachers to organize try-out techniques for problem-solving and to report and evaluate the results of such procedures.
6. Improvement in technique of classroom instruction (little, passable, marked)  
The supervisor directs teachers toward acquiring control over teaching method. He sees that his teachers acquire intelligent understanding of approved methods.
7. Use of materials and equipment (questionable, limited, effectual)  
The teachers are skillful in the choice and use of instructional materials. They are in possession of the means of evaluating these.
8. Management of routine matters (weak, moderate, skillful)  
The school-room machinery runs smoothly. The attention given it is reduced to a minimum while a high degree of efficiency is maintained.
9. Teacher participation (little, limited, considerable)  
There is a spirit of cooperation among teachers, supervisors, and principals; and the teaching force shows a maximum of activity in conferences, meetings, curriculum construction, educational programs, community affairs.
10. Voluntary requests for supervisory assistance (infrequent, limited, frequent)  
The supervisor develops among teachers the ability to make intelligent requests for supervisory assistance.

#### C. Effect on Community

1. Interest in school (weak, mild, hearty)  
The supervisor helps to maintain interest by keeping the community informed concerning the activities and objectives of the school.

2. Appraisal of school (lacking, passive, discriminating)  
The criticism of school activities is intelligent and constructive.
3. Readiness to support and improve schools (hindering, passive, marked)  
The community is ready, after intelligent study of the situation, to furnish necessary and sensible support, financial and otherwise.
4. Cooperation with school officials (little, acceptable, considerable)  
There is a spirit of cooperation between the school and the community.

#### D. Effect on Supervisor

1. Self-appraisal (uncritical, ordinary, critical)  
The supervisor is able to make valid self-criticism and profit by it.
2. Creative effort (lacking, moderate, marked)  
The supervisor recognizes and encourages creative effort among his co-workers and makes a contribution himself to the progress of education and child welfare.
3. Amount of cooperation (insufficient, moderate, considerable)  
The supervisor makes use of every opportunity to cooperate with administrators and teachers, and with members of the community where such cooperation means improvement in learning conditions.
4. Nature of cooperation (weak, commonplace, hearty)  
The supervisor displays unusual ability to get along with children, teachers, administrators, and people in the community. He is actively cooperative and is sincere and open-minded in his dealings with others.

## II. Supervisory Activities

- A. Supervisory Planning (meager, commonplace, extensive)  
The supervisor has a well-organized plan of action. This plan is comprehensive, and forward-looking, and is arrived at after a careful survey of the local situation and its needs, both present and future. It is based on the philosophy of education accepted and upon modern principles of education. It is a cooperative endeavor, the result of consultation with the entire supervisory, administrative, and teaching force.
- B. Observation of Classroom Situations (indefinite, passable, definite)  
Visits are planned with a definite purpose in mind. The supervisor displays skill in the evaluation of both pupil and teacher activity and in his ability to use this evaluation as a basis for constructive help in the improvement of learning conditions.

- C. Individual Conferences (destructive, passable, constructive)  
The supervisor organizes his conferences around a central purpose. He has an intelligent understanding of approved methods and materials and is capable of analyzing an observed situation and of discussing it with others. He endeavors to get the teacher's point of view and to stimulate him in analyzing his own problems and suggesting their solution. There is a spirit of cooperation present and a maximum of participation on the part of the teacher. The conference is marked by satisfactory results apparent to both teacher and supervisor.
- D. Teachers' Meetings (valueless, ordinary, valuable)  
The supervisor holds frequent meetings to provide instruction in and discussion of pertinent, vital problems. He is skillful in the technique of conducting meetings and of planning meetings to serve various ends. An essential feature of these meetings is a healthy spirit of cooperation and a generous amount of discussion in which those present participate.
- E. Supervisory Bulletin (useless, limited, useful)  
Bulletins are sent out when needed to serve some useful purpose. There is a careful check-up to determine the effectiveness of the bulletins. Teachers are given instruction in the filing of this material so that its maximum value may be realized.
- F. Curriculum Construction (doubtful, ordinary, thorough)  
The supervisor is a well-informed student of current methods of curriculum construction. He initiates or cooperates in the making, revising, and interpreting of the course of study. The results of his work are evaluated and recognized as an outstanding achievement.
- G. Research (little, average, considerable)  
The supervisor knows and observes the principles of scientific method. He gives some time to experimentation and research and directs others in similar activities. He encourages the scientific attitude in his teachers. He keeps in touch with the research being done elsewhere and is trained in interpretation of the results of experimentation.
- H.. Use of Tests and Measurements (ineffectual, helpful, effective)  
The supervisor knows the field of measurement, the usefulness of standard tests and their limitations. He uses these instruments chiefly for diagnostic purposes.
- I. Use of Demonstration Lessons (ineffective, commonplace, effective)  
Demonstration lessons are carefully planned and followed by profitable discussion. The supervisor notes observable effects in subsequent classroom performance.
- J. Provision for Professional Study (inadequate, modern, adequate)  
The supervisor encourages his teachers to take advantage of opportunities for further training when such training seems advisable.

- K. Cooperation with Principals in Supervision (little, limited, considerable)  
The supervisor works in cooperation with the principals in regard to supervisory service.
- L. Keeping of Supervisory Records (inefficient, ordinary, efficient)  
The supervisor keeps an adequate record of his plan of work and the activities utilized in carrying it out. He provides for the collection and filing of all data significant to a continuous growth program for teachers and children. The amount of time devoted to keeping records does not infringe upon the time which should be spent in more important functions.
- M. Use of Supervisory Records (inadequate, passable, thorough)  
The supervisor makes use of these records in aiding teachers, in appraising his own work, and in revising his plans to meet the situation more adequately.
- N. Appraisal of Supervisory Activities (little, mild, considerable)  
The supervisor studies carefully and the activities in which he engages in order to find out their value and relative importance. This close analysis results in some objective evidence.

### III. The Supervisor

#### A. Personality

1. Intelligence (inferior, average, superior)
2. Leadership (lacking, passive, powerful)
3. Creative ability (lacking, moderate, marked)
4. Poise (unstable, balanced, confident)
5. Tact (blunt, frank, diplomatic)
6. Sympathy (cold, moderate, considerate)
7. Personal appearance (careless, ordinary, particular)
8. Breadth of interest (narrow, limited, wide)
9. Attitude toward life (pessimistic, passive, optimistic)
10. Ability in public speaking (inferior, average, superior)

- B. General Preparation (meager, passable, extensive)  
The supervisor has a liberal education in fields outside that of supervision. He reads current publications covering a wide range of interests - books of travel, biography, current developments, and general literature. He has traveled widely and has acquired various experiences which give him a rich background upon which to draw.
- C. Professional Preparation (meager, adequate, extensive)  
The supervisor has had superior professional preparation and has taken courses in general and educational psychology, curriculum construction, tests and measurements, supervision and administration. He reads professional magazines and current professional publications, and keeps in touch with important researches.
- D. Professional Experience (inadequate, moderate, extensive)  
The supervisor has had much successful experience in teaching and in directing others; or possesses that unusual ability which, when adequately developed, makes extensive experience unnecessary.

## CHAPTER VIII

## PART I

## GENERALIZATIONS

If the reader will relax and contemplate the foregoing chapters as a whole, he will see that a picture of Miss Barton's true supervisory plan in action has been emerging in Metcalfe County with startling clarity.

It is a picture too full of detail to be susceptible of concise summary here. And it is too powerful to need the reinforcement of a general summarization. Yet, because each of us in his daily round of duties shapes his actions largely according to a mental image of his place and function - an image held, perhaps, only unconsciously - it may be well, while the six chapters are fresh in our minds, to merge them with our common-sense perceptions of the nature of supervision and draw out a few generalizations.

What is SUPERVISION? There are no simple definitions of supervision. The most concise and easily understood definition is that given by Dr. Bert R. Smith in Education 366.

"Supervision is that phase of administrative work that helps the classroom teacher do better those essential things that she is going to do some way."

Now, the reader may ask, "What is a supervisor FOR?" A first answer, and a good answer, likely to be given by many supervisors, is that the supervisor is an expert who tells teachers the answers to their problems, and who tells them how to do this or that skillfully.<sup>1</sup>

I. Purpose of the Study - To make a study in supervision so that students may see the practical side of a specific supervisory plan in action.

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<sup>1</sup> Ielia Taggart and others, 1946 Yearbook, p. 115.

II. Procedure - The writer resided in Edmonton during the month of May and parts of June and July, 1947, in order to work extensively in the administrative offices. Data were collected by:

- A. Consultations with the supervisor, superintendent, and many classroom teachers.
- B. Records in the administrative offices.
- C. Reports turned in by classroom teachers.
- D. Visitations while the schools were in session in December, 1946, and July, 1947.

III. The method of drawing out a few generalizations from this study will be made through some principles of supervision from Barr, Burton, and Brueckner, and the elements of a good plan of supervision.

- A. The nature of the Metcalfe County supervisory program can be made clearer through the scrutiny of underlying principles, such as:
  - 1. The supervisory program should be formulated cooperatively; should be an expression of the combined thinking of teachers, supervisors, administrators, pupils, and community members, concerning the needs of the situation.<sup>2</sup>

Miss Barton's supervisory program indicates the direction of effort for all those concerned with the instructional program. The board of education, superintendent, attendance officer, and classroom teachers added their own contributions to help in making the program and to aid in its operation.

An organized program is always tentative,<sup>3</sup> as is Miss

<sup>2</sup> Barr, Burton, and Brueckner, op. cit., p. 127.

<sup>3</sup> Ibid., p. 127.



Barton's plan of supervision. Her program is redesigned freely as it progresses. This has been adequately discussed in the preceding chapters.

2. The supervisory program should be derived from the situation; be based on facts concerning the needs of the persons and the material setting.<sup>4</sup>

This principle is really a corollary of the preceding one. Chapters III, IV, and V give the derivation of problems and procedures in the Metcalfe County situation.

Supervision in Metcalfe County has suffered from improperly trained teachers, a minimum school tax rate of 75 cents, teachers misunderstanding the purpose of supervision, poor roads, lack of proper telephone facilities, and slow mail service.

3. The supervisory program should be flexible.<sup>5</sup>

The need for securing flexibility in the Metcalfe County supervisory plan is discussed in Chapter IV. Because of environmental conditions the schools have different problems and needs. To enable efficient supervision of all the schools a program must be made to touch upon every school problem. Miss Barton's program is flexible as she realized the particular needs of each school before planning her course of supervision.

4. The supervisory program should include provision for its own testing or evaluation.<sup>6</sup>

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<sup>4</sup>  
Ibid., p. 127.

<sup>5</sup>  
Ibid., p. 129.

<sup>6</sup>  
Ibid., p. 130.

Metcalf County never had a testing program of any kind until Miss Barton made this her objective in the first year of supervision. It is practically impossible to evaluate the testing program as yet, because there were no preceding data. However, Chapter IV gives the method Miss Barton used in introducing the testing program in the county, with as much evaluation as the writer could obtain through the two years (1945-47) of testing. The tests in 1947-48 was to be given in October, 1947, which made this information unavailable.

5. Analyze the teaching-learning situation in a search for the antecedents of pupil growth and learning, of failure to grow and learn.<sup>7</sup>

Miss Barton has attempted to do this through the testing program and classroom visitations. Since the testing program is new, it is quite valueless to her now; however, in a few years it will aid her in determining the achievement of the pupils through the teaching processes, and will help her to locate difficulties and weaknesses in instruction.

Through instructional observations Miss Barton has been able to analyze mentally the teaching-learning situation in Metcalf County. These mental checks do not, however, give her statistical data for learning the antecedents of pupil growth and learning or of failure to grow and learn, but does give her a good picture of the problems of the teaching-learning situation to be corrected.

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<sup>7</sup>Ibid., p. 131.

To aid the teachers in evaluating pupil achievement Miss Barton has mimeographed instructional checks for various subject areas for teacher use so she may locate and correct her own weaknesses.

This is discussed in detail in Chapter VI of this study.

B. A good plan of supervision possesses the three following elements:<sup>8</sup>

1. A set of clearly stated definite objectives.

a. Miss Barton, in two years of supervision in Metcalfe County, has set up four clearly stated and wholly sound objectives.

Since this study has been divided according to the office and visitation phases of Miss Barton's supervisory plan, the following objectives are listed in Chapter IV, the office phase of the supervisory plan in action, 1945-46.

(1) To stimulate and develop in-service training of teachers.

(2) To develop a continuing program of achievement testing in the Metcalfe County Schools.

(3) To provide and maintain a stock-room of materials and equipment available for the purchasing needs of individual teachers.

b. The objectives set up by Miss Barton for the visitation phase of her supervisory plan in action, 1946-47, was:

(1) To improve instruction through effective classroom visitation by the supervisor.

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<sup>8</sup>  
Given in Education 366 class.

(a) Pre-visitation activities.

(b) Visitation activities

1. Observation and evaluation of extra-instructional activities.

2. Observation and evaluation of instructional activities.

(c) Post-visitation activities

(2) To improve instruction through having the teaching personnel observe a master teacher at work, usually termed Demonstration Teaching.

These objectives are presented in Chapter VI of this study.

2. A clean-cut outline of the means, devices, and procedures to be utilized in attaining these objectives.

Miss Barton did not sit down at her desk and write out a clear-cut outline of the procedures she would use in attaining her four objectives. The reason for not doing this was that her program had to be flexible, and if her supervisory services were written down in outline form, it would be of no essential help in carrying on her program, because it would have taken care of the needs of no ONE school in Metcalfe County. Rather than do this, Miss Barton kept in mind the needs of each school by taking notes and making observations through classroom visitations. In this way, she was able to utilize all means, devices, and procedures known in supervision to care for individual problems of all the schools.

In this study, the writer has not attempted to expand all

the means, devices, and procedures used by Miss Barton in her program of supervision. Each objective has been presented in the following manner.

- a. Stating the objective. (These four objectives used by Miss Barton were set up in discussion groups with the administrative officers and several classroom teachers).
  - b. Listing the aims of each objective. (The list of aims was available through interviewing Miss Barton).
  - c. Discussing in detailed narrative writing form the means, devices, and procedures used in achieving the aims and attaining the objective. (This information was taken from interviews with Miss Barton).
3. A clear-cut outline of criteria, checks, or tests to be applied to the results of supervision in order to determine the success or failure of the program.

As long as Miss Barton can see observable results in her program of supervision, she does not take time from her work to make criteria for judging its success. Progress has been made in the Metcalfe County schools, as can be authenticated by educators and patrons of the county, who can see improvements in their children of school age and in the school buildings, classrooms, use of new teaching aids, and profound interest shown by the teachers.

The supervision of a small school system is especially subjected to the possibility of confusion. To try to check each supervisory activity and procedure in detail would get the supervisor so involved in a mass of details that it would

detract from, rather than add to, his efficiency.<sup>9</sup>

Furthermore, data-gathering devices, activity analysis, and standard indices of good teaching are as yet not sufficiently objective;<sup>10</sup> nor are they of sufficient validity to insure the success or failure of a supervisory program

For purposes of this study the writer has included observable results of each stated objective used by Miss Barton in her program of supervision.

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<sup>9</sup>  
A. S. Barr, An Introduction to The Scientific Study of Classroom Supervision (New York, D. Appleton and Company, 1931), Chapter V.

<sup>10</sup>  
Ibid., Chapter V.

PART II  
CONCLUSIONS

1. Metcalfe County employs an inadequate supply of competent teachers; better teachers should be employed, or more training should be demanded of those now employed.
2. A reasonable minimum salary for qualified beginning teachers should be established, with a substantial salary increment annually for a period of fifteen years.
3. Metcalfe County should have an annual salary for college graduates comparable to that available in other professions requiring comparable amount of training.
4. Metcalfe County should establish a higher school-tax rate.
5. Metcalfe County needs to employ a large enough staff that the elementary teacher ratio may be twenty-five pupils per pupil.
6. The consolidation of one-teacher schools would make possible this ideal teacher ratio and would give the school children an opportunity for better instructional facilities.
7. Instruction in Metcalfe County would be improved if the board of education would furnish multi-sensory aids.
8. The elementary school building should be characterized by comfort, safety, and modern equipment.
9. Provisions for better working conditions, including adequate materials and equipment, and extra-instructional facilities, should be made possible for the teaching staff.
10. A health program should receive major emphasis in the elementary schools because health habits of children are established in early years.
11. Greater emphasis should be placed upon aesthetic experiences in the elementary school program, such as, music and art.

## PART III

## A LOOK TO THE FUTURE

The purpose of including A Look To The Future as Part III of this chapter is to identify and briefly describe specific practices of promise Miss Barton plans for her progressive program in Metcalfe County.

Significant among the promising practices are the cooperative efforts of the administrative officials and the teaching personnel. It is within this cooperative effort that many of Miss Barton's future plans have been formulated. These plans are divided into three categories: (1) significant practices in in-service growth of the teachers; (2) practices relating to improved selection and use of extra-instructional and instructional activities and materials; and (3) practices relating to improved school-community relationships.

In-Service Growth for Teachers.-- Miss Barton's supervisory plan in action has played a vital role in stimulating in-service educational programs for teachers throughout the county. Miss Barton plans:

1. To provide for county pre-school workshops each year as a spring-board to the year's in-service program.
2. To have monthly teachers' meetings, planned for teachers to work in small groups on prevalent problems.
3. To maintain the Planning Council to do over-all planning for the years program.
4. To organize social-recreational activities as a vital part of teachers' meetings.
5. To ask for consultant helps from the State Department of Education and local colleges.
6. To give the teachers opportunity to offer more suggestions, present



problems, and to share in all educational programs throughout the year.

Practices Relating to Improved Selection and Use of Extra-Instructional and Instructional Activities and Materials.- Miss Barton gives all the teachers of Metcalfe County help in choosing good materials needed for a balanced program of worth while experiences for maximum child growth. In A Look To The Future the following plans have been made:

1. Extra-Instructional Activities and Materials:
  - a. To aid in providing for the school grounds inexpensive playground equipment, such as, balls of all kinds, high jumps, swings, and see-saws. The plans are to have patrons of the schools help in making this equipment with materials to be furnished by the board of education.
  - b. To have a sanitary water fountain provided for each school through the cooperation of the State Health Department and the board of education.
  - c. To help in making possible two sanitary toilets for each one-teacher school; one for boys and one for girls.
  - d. To organize a program for keeping the school buildings in good repair, painted, and well-kept through cooperation of the board of education, teachers, patrons of the communities, and pupils.
  - e. To provide space in the classrooms for "activity programs," by loosening the seats from the floors and making valuable suggestions in seating arrangement so that the children may work in instructional activity groups.
  - f. To help provide cloakrooms, storage space for supplies,

- materials, and equipment by locating cheap materials so that students may build these things with teacher guidance.
- g. To suggest "resting mats" for children, such as, grass sacks, or burlap tacked over old quilts or stuffed with straw, or rag rugs plaited by the children; and to suggest an army cot in each school in case of illness.
  - h. To stimulate interest of teachers and pupils in establishing reading, science, and library corners.
  - i. To challenge teachers and pupils to develop health centers. These can help to make teachers and children conscious of the importance of healthful daily living. See Chapter V, page 56. Health charts will be suggested for teacher use.
  - j. To suggest placing metal jackets around the coal heating stoves for safety to children and to distribute the heat uniformly.
  - k. To stimulate individual schools to raise money for installing electric lights in all one-teacher schools with help of board of education.
  - l. To aid in organizing hot lunch programs for one-teacher schools. Even though a full menu cannot be expected a good lunch could be made possible by the purchase of a one-or-two burner cooking stove and arranging the schedule so that the older girls could heat canned soups or make hot chocolate for the children. The teacher could group her children and have each group bring different foods for all the children, such as, ingredients for a spring salad. Having the children eat at tables, made by pushing desks together, would teach them table manners and give them conversation lessons.

2. Instructional Activities and Materials.

- a. To invite consultants from various publishing companies, i.e., a reading consultant from Row, Peterson and Company, to work with teachers through workshops, demonstration and study groups in helping them wisely use the instructional materials which was adapted by the state as a part of the free textbook program, and to illustrate their proper uses.
- b. To purchase a variety of multi-sensory aids furnished by the board of education, such as, a film projector, and a recording machine, to be kept in the Teacher's Library for use when needed for instructional purposes. (Films for motion pictures will be furnished by the University of Kentucky Extension Department for a small yearly fee).
- c. To have the state library consultant to work with the teachers in planning the best use of available materials.
- d. To have sets of maps circulate through the county schools, lending them from the Teacher's Library.
- e. To promote grouping of pupils in the social studies and arithmetic.
- f. To have consultants from nearby colleges give assistance in securing and helping teachers to become familiar with people, agencies, and material resources available on specific problems through conferences, workshops, school visitations, and county study groups.
- g. To provide for a program of training for teachers in testing, and stressing integrity in reporting data.

Practices Related to Improved School-Community Relationship

1. To promote interest of school groups to devote more time to the resources and needs of Metcalfe County.
2. To organize Parent Teacher Associations for all schools in the county in order to emphasize the importance of parents and teachers having a better understanding of children.
3. To help establish coordinating councils made up of school people, agricultural agents, health officers, and business leaders in the county.
4. To provide and promote adult education programs in the county so that parents may discover pupil and community needs and resources.
5. To develop a more constructive and challenging way of communicating with parents than through the traditional report card, i.e., conferences with parents, supplemented by personal letters.
6. To organize the curriculum around the centers of interest, problems, or aspects of living in Metcalfe County.

Cooperative planning and use of all supervisory services for improving the educational system of Metcalfe County is being made by Superintendent Butler, Miss Barton, and other administrative officers. It is their interest and purpose to equalize educational opportunity for all the pupils in the Metcalfe County Schools.

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