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Some possibilities of supervision in religious education in the light of the achievements in general education.

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SOME POSSIBILITIES OF SUPERVISION IN RELIGIOUS EDUCATION IN THE LIGHT OF THE ACHIEVEMENTS IN GENERAL EDUCATION.

Submitted by

Walter Benjamin Leis
(A.B., Heidelberg, 1918)

In partial fulfilment of requirements for

the degree of Master of Arts

1928
BOSTON UNIVERSITY
GRADUATE SCHOOL

Thesis

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SOME POSSIBILITIES OF SUPERVISION IN RELIGIOUS EDUCATION IN THE LIGHT OF THE ACHIEVEMENTS IN GENERAL EDUCATION.
CHAPTER I. THE HISTORY AND NEED OF SUPERVISION.
CHAPTER I
THE HISTORY AND NEED OF SUPERVISION

Introduction. Adequate supervision is one of the important phases of work in the improvement of general education. Much progress has been made in formulating, promoting and putting into practice programs of supervision in the public school field. The result has been more adequate instruction, more efficient teachers, and better trained pupils. In the light of these achievements in general education through supervision, it seems possible that something of a similar achievement could be made in Religious Education if the same principles of supervision could be applied. Supervision in Religious Education is a comparatively new venture. It is so new that it has not yet gained the attention and recognition to which it has a decided right. The same general principles of education can be and are being applied in the progressive schools of Religious Education as are being applied in the public schools. Therefore it seems possible, in the main, that the principles of supervision that are effective in general education, will be equally as effective in Religious Education.

A brief history of the development of supervision in the field of general education and of Religious Education. Professor Charles Edgar Scott in his book entitled, "Educational Supervision", says:

"Supervision of instruction developed out of the function of school management as a means of self-protection for the community against the inefficient teacher. At an early date (1712) some of the New England Town Selectmen appointed one or more of their number whose special duty it should be to inspect the school for the purpose of determining whether or not the school "master" was doing his duty by the children. In case of inefficiency, the only result of such inspection was to discharge or refuse to re-employ the inefficient teacher. No attempt was made to direct the teacher's work."
It was about 1753, according to Henry Suzzallo, when inspection was first used as a means of gaining information to be used in directing the teacher's work, that the function of supervision appeared. "Thus, supervision evolved out of the function of school management, and not out of the function of teaching." And thus in theory at least, supervision has evolved from a means of self-protection for the community to a means of community cooperation with the teacher.  

By the first half of the nineteenth century a new development in supervision is evident, for in the larger cities the school committees have appointed some one who was not a member of the committee as the superintendent of the schools. This experiment spread very rapidly and in 1861 ten states are reported as having county superintendents of schools, and by 1879, thirty-five cities are said to have had a city superintendent of schools. This spread has been so rapid that almost every village, town, city and state in the United States has its superintendent of schools, so that theoretically at least almost every teacher in the land is teaching under supervision. This evolution of professional supervision has continued step by step, until today, in many of our schools we have not only the general supervisor of instruction but the special supervisor as well. Professor E.P. Cubberly in his book, "Public School Administration," when speaking of this same evolution says:

"On the business side has been evolved the school clerk, or secretary, who attends to all purely clerical functions, and the business manager, who acts in the name of the board in most financial matters. On the educational side, in addition to the superintendent of instruction, have come supervisors of special forms of instruction, a supervisor of health, and a supervisor of school attendance. In between the two, and partaking of the functions of both the business and the educational sides, has come a superintendent of school buildings."

2. Cubberley, E.P.: Public School Administration, p. 83.
This evolution of professional supervision is also shown by the increase in the literature that is written upon the subject. Professor Scott, in his book on "Educational Supervision" says:

"That as recent as 1914 there was not a single book devoted especially to the supervision of instruction. Few, if any, teacher-training institutions at that time offered courses on the theory of supervision. The Readers' Guide to Periodical Literature for the years 1910 to 1914 listed only nine articles on the subject. Since 1914 writers and teacher-training institutions have given much more attention to it. At the present time there are six catalogs of teacher-training institutions, selected at random, which list twenty-three courses in the theory and in the practice of supervision. The Readers' Guide for the year 1919 alone lists a dozen articles on the subject."

At the present time a good many books have been written that deal wholly with the subject of supervision. A great many other books that treat of educational subjects devote chapters or parts to the subject of supervision. So that it would be a comparatively easy task to compile a bibliography of fifty or more volumes upon the subject of supervision. It can also be said that at the present time almost every magazine dealing with the subject of education is publishing articles on supervision.

In the field of Religious Education we have little or no history of supervision because it is at present in the making. The denominational boards of Religious Education have attempted some long range, absentee type of supervision, which may have been of some slight benefit to the schools of Religious Education. Usually the supervision has been nothing more than the promotion of conventions and conferences. The same thing will need to be said concerning the cooperative movements in the field of Religious Education. The International Council of Religious Education has not been able to do any real constructive work in the field of supervision. Their ma-

1. Scott, Charles Edgar; Educational Supervision, p.17.
chinery of organization is of such a nature that about all they can do is to maintain an office to distribute information and to build conventions and conferences. However it must be said in fairness to the International Council of Religious Education that they have made great strides in the work of supervision. And in so far as they were able to command a technically trained leadership, they were able to do commendable work in supervision.

It was this realization of failure on the part of the denominational boards and the International Council of Religious Education that has led to the present emphasis on supervision in the local school, through a supervisor who is a part of the staff. The realization of the need for better trained teachers, for better methods of teaching, for a better curriculum and for the application of the scientific technique of the public school education, has led religious educators to turn their attention to a study of the ways and methods of supervision, with special application to the local school. This is the position in which the religious educational forces find themselves today. The most progressive and far seeing religious educators are aware of the importance of adequate supervision and are doing all that is within their power to make it a reality in religious education.

The meaning of supervision, supervision versus administration. There is much work both in general education and in religious education that goes by the name of supervision that is not worthy of the name. Much that is pure administration is often called supervision. Supervision has to do primarily with the teaching function, William H. Burton in his book, "Supervision and the Improvement of Teaching", gives the following con-
cise statement regarding the nature of supervision:

"Supervision has to do with: the improvement of the teaching act. The selection and organization of subject matter. Testing and measuring, the improvement of teachers in service, and with the rating of teachers".1

Thus it can be said that the supervisor deals primarily with the educational processes and with the improvement of the teaching function.

The work of the administrator is of an entirely different nature. His work is to administer the program of education. He deals with the materials, mechanics, discipline, organization, finances, and promotion of the general program of the school. This does not mean that these two officers, the supervisor and the administrator will not work together, because there will be many things that they will need to do together. However it does mean that their respective fields of work will be kept distinct. The purpose of the work of the supervisor will not be confused with the purpose of the work of the administrator. The present tendency is to make a definite separation of the supervisory duties from the administrative duties.

This clear separation of duties is granted by most educational leaders, but there is a growing conviction among the leaders that the supervisor shall be responsible to the administrative officer of the school. This is a realization of the principle of the centralization of authority.

"As a function of school management, supervision is subordinate to administration and must be subject to the direction of the administering head whether the supervision is performed by the superintendent himself, by principals, or by special supervisors".2

This is likewise true in Religious Education as it is applied to the local church or school. The Pastor or administrative official is the head.

2. Scott, Charles Edgar; Educational Supervision, p.16.
of the organization and the supervisor would need to be responsible to
the head of the organization.

The need for supervision in general education. Ideal conditions do not
exist in general education and consequently there are many teachers teach-
ing in our public schools who are not thoroughly trained professionally.
Therefore we are faced with the task of supervising the teaching activities
of teachers, and especially beginning teachers if genuine progress in pro-
fessional efficiency is to be made. The need for supervision in general ed-
ucation is self evident. Educators may differ as to the methods of super-
vision but they are in agreement when it comes to the matter of the need.

Many forces need to be relied upon to attain the objects for which our
schools are maintained, and these forces need to be directed and correla-
ted. This situation creates a real need for supervision. A second reason
for supervision is the need of the teachers, many of them lack adequate
training and experience. In fact all teachers need more or less supervision.
The superior teachers will need supervision because they are a part of a
more elaborate system of education than their own class or group. Even the
superior teacher will need help in correlating her work. Furthermore she
is a part of an organization and must be related to it. Teachers who have
natural ability but who are in a rut, will need the help of the supervisor
to get them out of their worn track. Teachers who lack scholarship and do
not seem aware of their short comings, certainly need the services of a
supervisor. Teachers who lack scholarship or practical skill or both and
our conscious of their lack need the skillful council and friendly advice
of a technically and professionally trained supervisor. Beginning teachers
will always need supervision. A third thing is apparent and that is the
need of a stimulus to regularity and uniformity of work. Adequate supervision will furnish this needed stimulus. Another real need is met by supervision in that it provides expert service in directing the work of the school. There are yet many other needs that could be listed, but this will suffice to show that there is need for supervision in general education.

The need for supervision in Religious Education. Faye Huntington Klyver, Ph. D., begins her book, "The Supervision of Student Teachers in Religious Education", by saying:

"Coincident with the rapidly accelerated modern movement for Religious Education there has been on the part of certain leaders in this developing field, searching inquiry concerning the work and implications for Religious Education of approved educational procedure."

More and more is this coming to be true. This study will deal with the worth and implications for Religious Education of approved educational supervision.

Almost every leader in general education will admit the need for supervision in the general educational field. This is their position in the face of the facts that the school work of our nation is in the hands of professionally trained experts, that the courses of study are planned by experts, that the text books are prepared by scholars in their respective fields, that the system is financed by taxation, that the teachers must be specially trained and meet the standards set by the state, that the attendance of the boys and girls is compulsory up to a certain age, and many other things which ought to make for efficiency. If there is need for supervision under these conditions in general education, how much more

urgent is the need for supervision in Religious Education where all of the conditions that should make for efficiency are lacking. The schools for Religious Education are in the main under the leadership of men or women with no professional training for their work. The courses of study and the text books are quite often prepared by the publication boards with the idea of profit in mind rather than the individual to be taught. The schools are usually financed by the pennies that the boys and girls bring each Sunday. The teachers are in general unselected, because the leader must depend upon volunteer teachers and he must take whom he can get. The school usually only meets once each week and the attendance is optional. There are many other things in connection with our schools of Religious Education that tend to make them inefficient and lacking in a professional spirit. Under such conditions the need for supervision is self evident.

The need for supervision in Religious Education becomes apparent when we see how little has as yet been done in the field. The book called, "The Supervision of Student - Teachers in Religious Education", by Faye Huntington Klyver, Ph.D. of Kalamazoo College, is the only book to my knowledge that is wholly devoted to the subject of supervision of Religious Education. This book deals with a very limited field, but it is an inquiry that is scientifically treated and it marks a beginning in the study of supervision and Religious Education. A great many chapters in other books on phases of Religious Education deal with supervision, but usually supervision and administration is very much confused. So little has been written that the International Council of Religious Education has not been able to secure satisfactory text books for the leadership
training courses in supervision, but they have been forced to use text books written primarily for the public school field and to make the ap-
plication to the field of Religious Education.

The almost complete lack of supervision in the Sunday School is shown by summary to Chapter XVI, of the Indiana Survey of Religious Education, Volume I. The findings given in this summary are of course from the state of Indiana alone, but it is safe to assume that they would constitute a fair sampling of our whole nation. The summary is as follows:

"The general superintendent of an Indiana Sunday School is a mature man 41.2 years old, with no training for or experience in educational supervision. He accepted his office from worthy motives and gives, from his regular business, a few hours each week to the administrative side of his office. The Pastor does not supervise the teaching in the church school. The general superintendent does not supervise the teaching in the church school.

The general superintendent provides no means by which his teach-
ers may grow in knowledge and teaching skill while they are in the teaching service. Teacher - Training classes and teachers' meetings are not successfully conducted in more than a small fraction of Indiana Churches.

The supervisory work of departmental superintendents does not differ materially from that of the general superintendent. The only marked difference between the two supervisors is in the higher general intelligence of the departmental superintendents. Both are equally without training for supervisory work. Both are mature, consecrated church workers who are impelled to the service because of high and holy motives".¹

Another reason why there is such a need for supervision in Religious Education is because of the great per cent of volunteer teachers that make up the teaching staff of our Religious Education schools. These volunteer teachers usually are untrained for teaching and they have other interests that take the most of their time. The Indiana Survey of Religious Education gives us some very helpful information along this line. It shows us that the typical Indiana Sunday School teacher

is a married woman, thirty-seven years of age, with two children. In addition to teaching in the Sunday School, each teacher carries two other Church responsibilities. Finally it reveals the fact, that the Indiana Sunday School teachers are the mature men and women of the church, who assume, in addition to the duties of home and business, the responsibility for three types of service to the local church because of profound convictions that the work is of supreme importance and worthy of sacrificial service. The spirit and conviction of these teachers is most commendable, but it places a real problem of supervision at the door of the Religious Educational leaders. This volunteer leadership will not be satisfactory, nor will it be able to continue its work unless it can be professionally supervised.

The teaching act of this great group of volunteer teachers is sadly deficient, and improvement is necessary. Professional supervision is needed to improve the teaching of this body of untrained teachers. A great deal of supervision will be necessary, because surveys have revealed that approximately forty per cent of the Sunday School teachers have had less than half of a high school education. Apart from the group of Sunday School teachers who have made some preparation for public school teaching, the professional training of the Sunday School teacher is almost negligible. In speaking of this same subject the Indiana Survey of Religious Education says:

"Schools of Principles and Methods and teacher-training classes in local churches have furnished the major portion of such professional training as the Sunday School teachers of the state had. Brief training courses, with text-books of a mediocre type, taught by teachers with no professional training com-

prise the quantity and quality of the training courses that have been conducted in this state. The great mass of teachers, however, have been untouched by even this type of training. The Sunday School teachers of Indiana are, as a class untrained. 1

The result of this lack of professional training is a lack of knowledge on the part of the teacher as to the best method to use in presenting a lesson, the type of lesson to use and also of what may be expected as the outcome of the lesson. Take the matter of the preparation of the lesson by the teacher, it was found that among the Indiana Sunday School teachers:

82.5% - Pray for guidance.
93% - Read the lesson over carefully to make sure of understanding it.
43.9% - Outline the lesson, determine questions to be asked, verses to be memorized, and points to be emphasized.
20.9% - Write out the outline.
50% - Select illustrations which apply to life.
30.3% - Master the Biblical setting.

The time when the teachers prepare their lessons is also interesting. It was found that:
43.5% - Set aside a definite night each week for lesson preparation.
49.6% - Prepare their lessons early Sunday morning or late Saturday night.
2.6% - Study the lesson during the opening exercises of the Sunday School.
26.7% - Have some time definitely set aside daily.

(Most of this group is included in the first group).

1.6% - Prepare the lesson when the class reads the lesson at the beginning of the recitation.

It was also found that approximately 44% of the teachers use the Bible and Lesson Quarterly exclusively in preparing their lessons, and 56% use additional helps.

A study of the method of questioning reveals the fact that there was almost no conscious application of the fine art of questioning.

Very few of the teachers realized the beneficial results that could accrue from a helpful and suggestive assignment of the next lesson. Almost 50% of the teachers said that they assumed the pupils would take the next lesson and made no assignment.¹

The status of the teaching act alone is enough to make clear the need for supervision in Religious Education.

Furthermore these teachers in Religious Education must be improved while they are engaged in the actual service of teaching. Most of them will never be able to go away for an extended period of study, and if they should drop out of their work in the Sunday School, to secure additional training, they would so curtail the work of the Sunday School that disastrous results would follow. These teachers must keep at their tasks, just as the public school teacher must remain at her task, and the improvement must take place while they are in active service. The answer to such a situation in the public school field was professional supervision, and it must likewise be the solution in the field of Religious Education.

The teachers in the field of Religious Education need a stimulus to

cause them to improve. They will need to be inspired to self-improvement. This will mean study and preparation on their part. This stimulus, because of the great number of volunteer teachers in Religious Education, must come without the aid of the goal of a salary increase or a promotion. This stimulation will be very difficult because the only goal that can be offered is the goal of a greater and a more satisfying service. A professionally trained supervisor who can counsel with, inspire, guide, train, and direct the teachers will stimulate them to greater study and better efforts. The teachers need this stimulation and inspiration and supervision will be one of the means to bring it about.

Another reason why there is such a need for supervision in Religious Education is the lack of satisfactory curricula material and the utter lack of correlation of materials and work. Adequate supervision in the preparation of new curriculum material is an absolute necessity. The expert advice of a trained supervisor is essential in the preparation of curriculum material. The matter of the selection of the curriculum for the average Sunday School is at present a mere matter of chance or the authority of the Sunday School board or the denominational headquarters. The study of a curriculum to discover if the content is satisfactory, if it is built upon sound pedagogical and psychological principles, if it is suitable for the group to whom it is to be taught, or if the teachers’ help and suggestions are adequate, is perhaps not even thought of in two thirds of the Sunday Schools of our land. Progress must be made in the matter of the building of new and more satisfactory curriculum material. Trained supervisors and adequate supervision will be needed to bring this about.

The correlation of the different parts of our Religious Education, such
as the worship, the expression, and the instruction calls for the application of supervision. The matter of the correlation of the work of the different departments of the Church School, the Daily Vacation Bible School, the Week Day School of Religion, and the public school will only be possible when the work of our Religious Education Schools is thoroughly supervised. The leaders of Religious Education are convinced that a correlation of program and of work is essential to progress and achievement, and certain leaders are beginning to think that through adequate supervision this correlation can be accomplished.

Until very recently the religious schools of our land were unconcerned about the testing or measuring of their progress. If they thought of measuring their achievement at all it was in terms of attendance, interest, or of becoming Church members. This measurement, if it can be called such, was so crude that it never really showed results or achievements. With the interest in tests and measurements of an objective nature in the public school, there has developed a corresponding interest in the schools of Religious Education. Tests are now being made for use in the work of Religious Education, that will test Biblical knowledge, Ethical judgement, interests, attitudes, and conduct. These tests will be used as diagnostic tests, and as the measures of achievement. They will test the knowledge of the pupil and they will also test the teaching skill of the teacher. Teacher rating scales are being developed in this field for the rating of Sunday School teachers, these instruments are fast being standardized and the near future will see a rather general use of rating scales in Religious Education. These tests will enable us to measure in an objective way the Biblical knowledge of our pupils, the knowledge they have gained over a
certain period, the attitudes that they have acquired from their study, and the conduct that has been the result. Further these tests will enable us to measure the value and worth of certain courses of study and of certain curriculum material. Then again they will enable us to test and rate the efficiency of the teachers in the religious schools.

The benefit that will result from these tests and measurements will depend in large measure upon the leadership that uses them. To utilize these instruments of objective measurements the schools will need to be under adequate supervision. It would indeed be a crime if religious education would lose the benefit of these objective tests, because of the lack of supervision. A supervisor is necessary to promote the use of these tests and supervision is necessary to properly utilize the results.

Religious education is important, yet in the past the religious education in our Sunday Schools has been looked upon as mere play or pastime. It has had no educational standing because of the careless, haphazard methods that have been in use. Supervision will give religious education an educational standing and a professional rating. The one single item that will do most to give the schools of religious education a professional standing and enable them to stand in a favorable comparison with our public schools is the development of an adequate system of supervision.

A statement of the aims and purposes of this thesis. The major aim of this thesis will be to show that supervision is possible in the field of religious education, and to show some of the specific possibilities in the light of the achievements in general education. I will be compelled, because of the broad scope of the subject, to limit the presentation of the work of supervision to a few phases of the subject. I will present
only the supervisor and his work, the principles of supervision and class
room visitation and conferences as methods of supervision. I shall first
present the accomplishments of supervision in general education within
the limitations that I have designated. In the second part of this paper
I shall attempt to show the possibilities of supervision in Religious
Education, within the same limitations that I have set for the first part
of the paper.
PART I. SUPERVISION IN GENERAL EDUCATION.
CHAPTER II. THE SUPERVISOR AND HIS WORK.
CHAPTER II
THE SUPERVISOR AND HIS WORK

In any discussion of the problems of supervision there are always two phases that must be dealt with early in the discussion. They are the supervisor and the work that the supervisor must do or supervision. I shall begin by attempting to make clear the meaning of supervision.

A definition of supervision, based on the definitions of educational leaders. In answer to the question, What is supervision? one would be able to find a great many different answers. These differences are due to a number of things, first, to the newness of the subject and the ever changing conception of the subject, second, to the different conceptions that leaders hold as to the purpose of supervision. Barr and Burton, in the "Supervision of Instruction", have this to say on the subject:

"Supervision, although a part of the educational program for several decades, has only recently won recognition as a specialized phase of that program. Now, however, it is recognized not only as a specialized field, but also as the foundation upon which all programs for the improvement of teaching must be built. Traditions, standards, techniques, and principles are being evolved, and a technically trained personnel is rapidly materializing."

Some of the early attempts to define supervision were absolutely absurd, or at any rate they were as Mr. L.D. Coffman states "Grimly humorous". Some of these early definitions are as follows:

"The business of a supervisor is to cast a genial influence over his schools, but otherwise he is not to interfere with the work."

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

"The supervisor, in relationship to the scholarship of his 
schools, is as a traveler going into a far country to earn 
wages and to bring back treasures from its vast stores of 
wealth. In relation to the children and youth, the super-
visor is as a pioneer going into a great wilderness of prim-
eval forests to make there a home of civilization. In re-
lation to the schools, the supervisor is as a sea captain of 
the medieval time upon a chartless sea."

Mr. L.D. Coffman in the same address where he gives the earliest almost 
humorous definitions of supervision advances this definition:

"The four duties - the laying out and prescribing of materials 
of instruction, the thinking of teachers and teaching in terms 
of efficiency levels, the use of standardized tests and scales, 
and the improvement of the teaching act through criticism of 
instruction, constitute the scope of supervision." 1

Dr. Fannie W. Dunn suggests the following as a definition of super-
vision:

"Instructional supervision, therefore, has the large purpose of 
 improving the quality of instruction, primarily by promoting 
the professional growth of all teachers, and secondarily and 
temporarily by correcting deficiencies of preliminary prepa-
ration for teaching by the training of teachers in service." 2

W.S. Grey makes the following statement as to the nature of supervision:

"The function of supervision is the improvement of instruction, 
the encouragement of good work, and the constructive elimination 
of ineffective efforts and misapplied energy. Expert supervision 
should lead teachers to a broad range of experience, so that 
the work of one grade may be seen in relation to the work of 
other grades, to an understanding of needed revisions, of nece-
sary growth, and of the final outcomes of instruction." 3

H.W. Nutt in the summary of his chapter on "Supervising Activities», 
says:

"The supervisor must carry out eight distinct pieces of work.

1. Coffman, L.D., "The Control of Educational Progress through School Su-
2. Dunn, Fannie W., "What is Instructional Supervision", Proceedings 
3. Grey, W.S., "Methods of Improving the Technique of Teaching", Ele-
He must lay the basis for effective cooperative teaching; select and organize the subject matter of courses of study; teach for purposes of demonstration and experimentation; direct systematic observation; direct the teaching activities of his teachers; check up the progress made by the pupils; measure the efficiency and progress of his teachers; and measure the efficiency of his own supervising performances. The performance of these various pieces of work demands thorough training pointed specifically to these distinct activities.

Nutt, later on in the same book says, -

"The supervisor must realize that he has a great responsibility to meet in making the teacher skillful and reliable as a teacher. He must regard the success or failure of the teacher as his own success or failure in very large degree. On the other hand, the teacher must regard the work of the supervisor as a supreme opportunity for learning how to teach, and for being trained in the skill of teaching. — In fine, one may say that the teacher and supervisor should feel that their welfare is mutual, and that they succeed or fail together."

In this latter quotation we have the emphasis upon the cooperative factor in supervision.

Charles Edgar Scott in his book on, "Educational Supervision", defines supervision, "as that form of school management which has as its function the coordination, stimulation, and direction of instruction". E.P. Cubberley defines supervision in terms of its functions or work:

To guide and improve instruction.

To improve teachers in service.

To build up team work, esprit de corps, morale, etc.

To interpret and carry out the administrative policy of the superintendent.

Cubberley in his book, "Public School Administration", says

2. Ibid, page 81, 82.
Supervision should mean help, encouragement, and support rather than inspection and criticism. Money spent on supervisors whose chief work lies in enforcing the obedience of all to uniform rules and regulations, checking up and percenting the school work done to see if it tallies with the course of study laid down, manipulating the details and the red tape of the administrative machinery, and tracking down violators of the prescribed rules, is money wasted, and its effect on a teaching force is positively bad.¹

In the same volume Cubberley further states, when writing upon the subject, "the purpose of all supervision", that the purpose of all supervision should be constructive, and that its purpose is also to establish a unity of effort throughout the schools, so that the part of each one in the education of the children may be as effective as possible. Unity, however, does not mean uniformity, though this mistaken conception is commonly held. The object in all attempts to unify processes and procedure is to mitigate the evils of the graded system of instruction. This can best be done by securing a unity of purpose all along the line. Unity of purpose and cooperation in plan are what is desired.²

Strayer and Engelhardt attempt to define supervision by an emphasis upon the following five points:

1. The maintaining of a uniform and workable course of study.
2. The improvement of teaching.
3. Experimental work.
4. The improvement of teachers in service.
5. The rating of teachers.³

Mr. William H. Burton from his reading and from his broad experience as a supervisor and teacher of supervisory theory, makes the following statement; Supervision has to do with:

The improvement of the teaching act.
The selection and organization of subject matter.
Testing and measuring.
The improvement of teachers in service, and the rating of teachers.¹

Now in the new book, "The Supervision of Instruction" written by Mr. A. S. Barr and Mr. W.H. Burton the same definition is taken and revised and supplemented in the light of more recent experience and discussion, in this later book.²

At first it may seem rather confusing to have so many different definitions of supervision, but the question of importance is whether or not they really are very different in the last analysis. Some of them are definitions of an earlier period, some are more inclusive than others, and some of them indicate a closer relation between supervision and administration, than others do, but in the main these definitions are very much alike at least in the major emphases. I shall attempt to formulate a definition of supervision from these earlier statements, that will include all of the parts and synthesize all of these definitions into one. Therefore as a working definition I submit the following: Supervision is that cooperative educational process that has for its tasks, the improvement of the teaching act, the growth of the teachers, and the ultimate improvement of the pupil and of society. This definition places emphasis upon the cooperative phase of supervision which is at present so much in the forefront. It also gives a very important place to the function of

¹Burton, W.H., Supervision and the Improvement of Teaching, pp.9-10.
²Barr and Burton,"The Supervision of Instruction", page 17.
supervision, and it does not omit what might be called the ultimate aim or goal of supervision. This definition embodies in a general way all that has been said, by way of definition, by earlier and present writers on the subject of supervision. This general definition is as applicable to the field of Religious Education as it is to the field of secular education. This rather general but inclusive definition of supervision will be used throughout this paper.

What are the required characteristics of a supervisor. The supervisor, because of his special part in the educational process of the present day, is the most important man of all those that are engaged in our public education. Therefore he should be the one that is the best trained along technical lines. He should know not only the principles of Pedagogy and of Psychology, but he should know how to put them into actual practice. He should be thoroughly familiar with the methods and techniques of teaching. Because he is a teacher of teachers he should have the finest possible general training, together with a great deal of technical training.

This training is important, but to the man who would prepare for the greatest educational leadership, certain personal qualities must be added if any large success is to be achieved. Such a leader as E.P. Cubberley says, "must be clean both in person and mind, he must be temperate both in speech and act, he must be honest and square, and able to look men straight in the eye; and he must be possessed of a high sense of personal honor." 1 No doubt some positions in the public school field can be

1. Cubberley, E.P., Public School Administration, pp. 137.
filled by individuals whose only qualifications are their technical training, but this is not true of the supervisor, because the very nature of the supervisory tasks of the supervisor are such that the demands for personal worth are most emphatic.

The supervisor must be a person with special ability for cooperation. The person who either cannot or will not cooperate will never be a satisfactory supervisor. Supervision is a cooperative process, where the supervisor and teachers cooperate and where the teachers and pupils cooperate, and if the machine is to function as it ought, then the supervisor must be a cooperative individual.

There are many other characteristics of a supervisor, for example he should be sympathetic, because his task will at times demand sympathy. Then he should be firm, because there will be times when firmness will be necessary. He will need to be enthusiastic because at times he will be able to promote certain of his projects by the sheer force of his enthusiasm, and at times this may be the only means available. A supervisor must also be a patient man, because the progress is at times made so slow, that the leader will need even more patience than the proverbial Job, to keep from becoming impatient and perhaps saying and doing things that will interfere with his future usefulness.

Mr. Joseph S. Taylor of New York City in an article entitled, "Some Desirable Traits of the Supervisor", lists the following: First the supervisor must have an attainable goal. Second fairness and justice must be manifested in his work. Third he must be kind. Fourth the supervisor must be thorough in his work. Fifth, he must be a good disciplinarian, and last of all he must be a model of Efficiency.¹

¹ "Journal of Educational Administration and Supervision" Jan. 1923, volume IX number 1.
There are many other characteristics that the good supervisor should have, but there are only two that I shall mention. These are general characteristics but they are of such tremendous importance that they must not be overlooked. The first of these is a generous portion of common sense. No amount of training will make up for a lack of common sense. The supervisor must know what to see and what to overlook, when to hear and when to turn a deaf ear, and what to remember and what to forget. The second characteristic is a sense of humor. This will often times be found to be a real means of grace, and quite often a sense of humor may save an otherwise tragic situation. Common sense and a sense of humor will keep the supervisor from taking himself and his work too seriously.

What is the work of a Supervisor? This is a question that is almost too great to be answered. The supervisor’s tasks are so varied and numerous that one cannot give a satisfactory answer without a number of years of study. Fortunately a number of studies have been made along this very line, and they are available. The record of the supervisory staff in Detroit shows that they have many activities, and they have been grouped in the following manner by A.S. Barr. This will give us an answer to the question; What is the work of a supervisor?

What Do Supervisors Do?

1. Select textbooks.
   a. Select textbooks.
   b. Determine standard of distribution.
   c. Prepare materials on the use of textbooks.
   d. Appraise textbooks already in use.

2. Study supplies, equipment and buildings.
a. Prepare descriptive lists of instructional supplies.
b. Assist in the development of standards of distribution.
c. Prepare directions for the use of supplies.
d. Prepare specifications for classroom equipment.
e. Assist in making building plans.
f. Study the instructional effectiveness of supplies, equipment, and buildings.

3. Assist in the appraisal, selection, appointment, assignment, and transfer of teachers.
   a. Recommend teachers for appointment.
   b. Rate teachers.
   c. Advise with administrative officials upon the transfer and assignment of teachers.
   d. Assist in personal problems.

4. Community activities and contacts with outside agencies.
   a. Belong to clubs, community organizations, etc.
   b. Attend social and civic meetings in the community.
   c. Address various community groups.
   d. Participate in civic affairs.
   e. Answer requests from the community for the use of schools, for assistance, cooperation, etc.

5. Field work.
   a. Visit schools.
   b. Answer calls for assistance.

6. Training activities.
   a. Hold teachers' meetings.
   b. Plan for demonstration teaching.
c. Direct observation.
d. Provide for directed teaching.
e. Organize institutes.
f. Prepare bibliographies.
g. Hold conferences.
h. Enlist interest of teachers in correspondence courses, extension courses, summer classes, late afternoon, evening and Saturday classes.
i. Arrange for and advertise public lectures and concerts.
j. Develop educational exhibits.
k. Provide for social contacts.
l. Promote professional organizations and school clubs.

7. Surveys, reports, records, and schedules.
   a. Conduct surveys of the instructional conditions in the several fields.
b. Render reports upon instructional conditions.
c. Make special reports.
d. Keep miscellaneous temporary records.

   a. Prepare notices, announcements, etc.
b. Prepare discussions of special instructional problems.
c. Develop courses of study.
d. Carry forward city-wide projects, field day, Lincoln's Birthday, anti-fly campaign, etc.

9. Research.
   a. Construct and standardize tests.
b. Study instructional problems experimentally.

10. Professional activities.
a. Hold membership in teachers' association.
b. Attend educational meetings.
c. Serve on educational committees.
d. Write educational articles for publication.
e. Address professional gatherings.

11. Publicity.
   a. Prepare News articles.
   b. Prepare exhibits.
   c. Sell the school system to the general public.

12. Reports upon educational progress.
   a. Reports of progress in other cities.
   b. Review of recent educational literature.
   c. Reports of progress in University centers.

   a. Sell instructional materials to administrative officials.
   b. Carry through designated administrative projects.
   c. Organize the instructional side of the school system.

This report gives a general view of the duties of a supervisor. However, each supervisor will have his own peculiar problems and his work will need to be shaped according to the special needs that he may discover. Special supervisors will have special tasks; for example the music supervisor will have work, related to his or her work. The program of the supervisor of the school system will be different than the work of a single school supervisor. Every situation will require a special program of supervision, but the same general types of supervision will be in use in every situat -

tation. This then is the work of the supervisor.

What are the Main Divisions of the Field of Supervision. There are many books written that deal with the different phases of supervision, and many of them emphasize a certain part of the whole subject and forget the other parts. Other writers present a more inclusive discussion of the field and the main divisions of it. It is undoubtedly true that the whole field of supervision can be grouped under six main divisions. The activities that I shall list under the six main divisions will include the suggestions of many writers. The grouping that I have made is the consensus of opinion of the men who having been doing a great deal of experimental work with supervision, and these general divisions are advocated by them all under some form or other.

First then we have the task of laying the basis for effective cooperative teaching. Supervisors are ready to agree that supervision is a cooperative undertaking. This involves certain very definite schemes and plans. Supervisors must learn that they are not spies or detectives, that they are not to seek out culprits but that they are to train the teachers so that they will not make the mistakes that will bring about unsatisfactory results. The teachers will also have a very definite lesson to learn in this very connection, they must learn that the supervisor is a helper, that he is the one to whom they should go for advice that he is cooperating with them in the task of teaching the boys and girls to be capable and well trained citizens. This first part deals with the task of establishing attitudes, the attitude of the supervisor to his work, and to the teachers, the attitude of the teachers to the supervisors and to the entire system of supervision. This involves the developing of an attitude of sympathy
on the part of both teachers and supervisors, and also a willingness to
learn on the part of both groups; the supervisors do not know everything,
neither are the teachers so well fitted for their work that they do not
need assistance along certain lines at various times. Therefore the first
great task of a supervisory organization should be the establishment of a
cooperative relation between supervisor, teacher and pupil. Only by the
process of cooperation can a real program of affective teaching be car-
ried on. It is in this first division of the work in the field of super-
vision that the most mistakes are made. More failures are manifested in
this first part than in any other, and more plans of supervision have
gone on the rocks because of this lack of cooperation than for any other
reason. For this reason I have dwelt at some length upon this special
characteristic, because of the disastrous results that occur in super-
vision when the right contacts have not been established.

Another main division of the work of supervision is the direct im-
provement of classroom teaching. This direct improvement of teaching is
very important and it will no doubt always remain one of the main phas-
es of the work of supervision. Under this division all such work as
classroom visitation, individual and group conferences, directed teach-
ing and directed observation, demonstration teaching and the development
of standards for self improvement will be carried forward. This division
involves the items of supervision that will contribute the most to the
immediate improvement of the teaching act.

There is another phase of the work of supervision which is an out-
growth of the classroom visitation, or at least it is very closely re-
lated to the direct classroom visitation and conferences. By some writ-
ers it is spoken of as the general improvement of teachers in service.

Frederick Lamson Whitney has written a book on this general idea of the improvement of teachers while in actual service and he calls it, "The Growth of Teachers in Service". However inasmuch as a program of general improvement of teachers while in service will never be satisfactory or adequate until it roots back into the matter of direct classroom teaching, which will only be known through classroom visitation and conferences, I have chosen to place it with the phase of the work that I have called the direct improvement of classroom teaching. In this special part the following items will be involved, the planning of a teachers institute, the granting of leave of absence for study, summer schools, extension classes, professional readings, lectures, educational programs, educational exhibits, the use of printed matter such as handbooks, bulletins, bibliographies, and circulars, a plan of intervisitation and many others of a similar nature.

The selection and organization of the materials of instruction is another very definite field of work in the program of supervision. This is truly a very productive field and much good work can be done which will ultimately aid the teacher and pupil. For a brief statement of the work involved in this division I can not do better than to quote from Barr and Burtons', "The Supervision of Instruction". There in dealing with this same subject they set forth the following items as being involved in the selection and organization of the materials of instruction.

(a) The setting up of objectives, studies of subject matter and activities, experimental testing of materials, etc.
(b) The making and constant revision of courses of study.
(c) The preparation of miscellaneous supplementary instructional material.
(d) The selection of textbooks, setting up standards of
distribution.

(e) Expert assistance in the selection of supplies and equipment, the writing of specifications, setting up standards of distribution.

(f) Testing the efficiency of the course of study, textbooks, and other instructional materials.

(g) Preparation of descriptive lists of instructional materials, supplies, equipment, etc., with suggestions for their use and care.1

The work of directing and evaluating the teaching activities of the teachers and the checking up of the progress made by the pupil is another main division of the field of supervision. It would include such work as the development and use of teachers rating scales, and tests for teachers, a survey study of the general instructional conditions, the formulation and use of objective standards for evaluating teaching, such as special observation blanks, check list and record forms. In the same manner tests, objective standards and the like will need to be developed to measure the progress made by pupils. The standardized tests that are available will need to be used and others will need to be constructed. These activities and many others would be the work of this main division.

The supervisor has a type of work to do that can be listed as his professional and semi-administrative duties. They are important enough to be classed as a main division of the work in the field of supervision. They would include such items as his own professional improvements such as reading, attendance at summer schools, leave of absence study period, and the actual participation in the professional organization of which he may be a member. This also includes the work of the holding of conferences with the administrative officers of the schools, and the giving of expert advice to administrative officials charged with the selection, appoint -

1Barr and Burton, "The Supervision of Instruction", p. 18.
ment, transfer, promotion and dismissal of teachers. Participation in the activities of civic clubs, and the preparation of articles for publica-

tion describing the aims and purposes of the schools as public agen-
cies having as their task the building of an educated citizenship, are
tasks that can be listed as professional or semi-administrative.

A last division of the field of supervision that I shall mention is that of the research and experimental study of the problems of teaching. The supervisor should plan to continually carry on a piece of research work. This could be done in cooperation with the teachers and it would not only be a means of discovering certain facts but it would also be a means of training the teachers. The supervisor should be working with tests, and should be trying his hand at the construction of the same. The development of record forms for a more adequate child accounting, curriculum research, organization of courses of study, the experimental study of teaching procedures and many other items ought to be included in the field of research and experimental study.
CHAPTER III. PRINCIPLES OF SUPERVISION.
CHAPTER III

PRINCIPLES OF SUPERVISION

The apparent lack of governing principles in the field of supervision.

It is obvious when one begins the study of supervision that there is a very apparent lack of governing principles. The activities in the field of supervision have not yet definitely crystallized around accepted methods and standards so as to become principles. However such a situation is common in every new field. Principles are not developed over night and since supervision is so new and so changing it is perhaps better that it is not at present shackled by a body of principles. Barr and Burton introduce their chapter on the "Principles of Supervision", by telling the story of the professor of education who so cleverly satirizes the books, pamphlets or articles, which bear in their titles the word "principles", and yet a study reveals the fact that the principles are conspicuous because of their absence. This situation may suggest an hour of fun for the class, to hear the professor criticize the publications that purport to discuss "principles", but in reality it is no laughing matter. It is according to the old expression 'Sad but true', and it is the truth that makes the situation so tragic. An examination of the proceedings of the National Education Association, the Educational Administration and Supervision Magazine, the Journal of Educational Method, The Journal of Educational Research, and other magazines all reveal the same truth, a very evident lack of principles of supervision. Barr and Burton in discussing this same subject say:

1. Barr and Burton, "The Supervision of Instruction", p.73.
In preparing the present discussion there were collected all the books, pamphlets, and articles that could be found which discussed principles of supervision. In the great majority of these discussions there appears not a single solitary principle. Some of the discussion do not relate even remotely to principles. Several writers have, however, produced statements of principles of varying degrees of value.

Some of these statements of principle I shall give later in this same chapter.

In the preparation of this paper I also have carefully examined the files of the last eight or ten years of the magazines that would be apt to have discussions on the subject of the principles of supervision. The result has been a most barren result. I found no article that in a major way presented principles of supervision, and I only discovered a few references that can even remotely be said to be related to the principles of supervision. I have examined the Proceedings of the National Education Association, The Journal of Educational Administration and Supervision, The Journal of Educational Method, The Journal of Educational Research and the Journal of Educational Psychology for a period of eight years. Some of them I have examined for an even longer period, but I find no adequate presentation in any of them of the Principles of Supervision. The only source of any consequence available at the present time dealing with the subject of "Principles" is that one found in the new book by Barr and Burton, "The Supervision Of Instruction". It is Chapter III of the book and is called "Principles of Supervision". This of necessity becomes my major source material for the subject of principles.

The importance of having certain well defined principles. If supervision has an aim and purpose then it should have certain principles to govern it.

1. Barr and Burton; The Supervision of Instruction, p. 73.
These principles may be thought of as goals or aims but nevertheless they should be rather clearly defined. Every business of any consequence today has certain principles that govern the policy of the organization, and any member of the business will act upon the principles that have been accepted as the basic scheme of the organization, however, in adhering to these principles he will not follow certain methods in such a slavish way that he loses his ingenuity. In the matter of Supervision in Education it is equally necessary that certain principles should govern the work. This has always been the case but the point at issue just here is that the right principles shall dominate.

A set of well defined principles will do at least four things for a system of supervision, which could not otherwise be done. I shall only name the four accomplishments and pass on: First, it will give aim, purpose and goal to the work. Second, it will determine the ways and methods of the work. Third, it will give the program the unity that is necessary, and yet allow for the ingenuity and individuality of the teachers and supervisors, and Fourth, it will enable us to test our achievement by making it possible for us to compare our actual accomplishments with the principles that govern us. There are many other reasons why well defined principles are important but I shall not mention them, because they will become apparent in the following pages.

A listing of the principles of supervision as presented by a number of educational leaders.

Some of the earlier sets of principles are by no means complete, but they mark the beginning and they show us the progress that we have made. The principles that were developed by Mr. F. M. McMurry may be stated as fol-
Supervision must inspire the teacher, must contribute to her insight and enthusiasm, and must provide her with motive.

2. Supervision must assist and direct the teacher in the matter of organization (of subject matter, method, routine, etc).

3. Supervision must assist and direct the teacher in the matter of weighing relative values (between activities, facts, methods, etc.)

4. Supervision must provide for and stimulate independence, initiative, and self expression on the part of the teacher.

These four principles, as listed by Barr and Burton as representing the position of Mr. F.M. McMurry, are obviously incomplete and inadequate for today. This was simply a beginning and as such had merit. All of the items mentioned in this list, have been embodied in later lists of principles that have been developed.

Mr. Franklin Babbitt evolved a set of principles which was published in the year book of the National Society for the Study of Education. Babbitt was writing under the influence of the then prevailing idea of Scientific Management as applied to business. Babbitt was able to see the relationship existing between a great business and the work of the school and because of this and also because of the Scientific Management Emphasis he wrote his set of principles in the language of industry rather than in the language of the school. This set of principles was never popular although it does contain principles of considerable value, if the application is made to education.

They are as follows:

1. Definite qualitative and quantitative standards must be determined for

the product.

2. Where material is acted upon by the labor processes, and passes through a number of progressive stages on its way from the raw material to the ultimate product, qualitative and quantitative standards must be determined for the product of each of these stages.

3. Scientific Management finds the methods of procedure which are most efficient for actual service under actual conditions, and secures their use on the part of the workers.

4. Standard qualifications must be determined for the workers.

5. The management must train its workers previous to service in the measure demanded by its standard qualifications, or it must set up entrance requirements of so specific and detailed a nature as to enforce upon training institutions the output of a supply of workers possessing the desirable qualifications in the degree necessary for entrance into service.

6. The worker must be kept supplied with detailed instructions for his kind of work during his entire service.

7. The worker must be kept supplied with detailed instructions as to the work to be done, the standards to be reached, the methods to be employed and the appliances to be used.

8. It is a function of the management to discover and to supply the tools and appliances which are most effective for the work in hand.

9. Responsibility must be definite and undivided in the case of each task to be performed in the total series of processes.

10. Incentives must be placed before the workers so as to stimulate the output on their part of the optimum product.

11. In a productive organization, the management must determine the order
and sequence of all of the various processes through which the raw material or the partially developed product shall pass, in order to bring about the greatest possible effectiveness and economy, and it must see that the raw material or partially finished product is actually passed on from process to process, from worker to worker, in the manner that is most effect-ive and most economical.

Paul Haus gives a list of rather broad and general principles which seem to be most definitely related to administration but which can in part at least be applied to supervision. The principles are as follows:

A clear conception of the purpose for which the school system exists, the work it has to do.

An equally clear conception on the part of all concerned with this work of the nature, scope, and limits of each branch of service; that is of the board and the staff.

Centralization of authority and responsibility for effective lay control in the board, and for professional and business management in the staff.

Complete accountability of the staff to the board and of the board to the people.

Habitual, well organized self examination to determine the results actually achieved, including experimental verification or refutation of educational opinion within and without the school system.

A system of clear, adequate, incontestable, and accessible records of the educational results progressively achieved for the information of 1.Barr and Burton; The Supervision of Instruction, pp. 75, 76.
the staff, the board and the public.

A similar system of financial records or accounts for the same purpose.

Cooperation throughout the school system, under the leadership of the superintendent and the supervisory staff, in both the professional and the business affairs; cooperation of these branches of the service with each other and with the teachers; and cooperation of the community with the school system.¹

Professor Kilpatrick presents the following as a body of principles to govern supervision, namely:

I. Growing is the great end, the growing of all together.
   (1) Growing is the essence of the good life, to grow is to live, the only way to live well.
   (2) The teachers' business is to help the children thus to grow, grow in such fashion that others whom they influence shall in turn so grow.
   (3) The supervisors' business is with the teachers, to help them to grow, to grow as persons in themselves, to grow specifically in such fashion that they will best help their children to grow.

II. Professional study is necessary.
   (1) A proper study of available sources will throw significant light on the purpose and bearing of education, on the nature and process of learning, on the nature and function of subject matter, and on the nature and function of method.
   (2) If teachers will progressively avail themselves of the foregoing

¹. Barr and Burton, The Supervision of Instruction, p. 77.
they will themselves the more likely grow, and be the happier therefor, and their pupils will in turn the more likely grow, and be the happier.

(3) It is the supervisor's duty to be able and disposed to lead the teaching body in and to the progressive appropriation and application of the professional material suggested above. In this it is highly advantageous that all concerned feel themselves as pioneers working together in a joint social venture.

III. Democratic supervision demands respect for personality.

(1) Democracy demands that each respect the other's personality as it now is and with reference to what it may become.

(2) The right of self-direction follows from the respect due to personality, a right to be accorded in the degree that others are equally considered.

(3) The good teacher will grant the greatest feasible self direction to the pupils, this means growing in them and respect for their personalities. In like manner the supervisor will ever seek to extend the self direction of the teachers; it brings growth to them; it respects their personalities. Democracy is thus served.

W.H. Burton in his book "Supervision and the Improvement of Teaching" published in 1924 states that the following principles may be regarded as underlying any good program of supervision,

(1) The aim of supervision is the improvement of teaching.

(2) Supervision will inspire and encourage the good teacher to further study, to experimentation, to preparation for higher positions and

more responsibility.

(3). Supervision will re-direct and improve the work of the average and mediocre teacher. It will eliminate those teachers who fail to measure up to definite standards of good teaching.

(4). Supervision proceeds upon the basis of definite, well understood standards.

(5). Supervision proceeds upon the basis of a definite, organized program.

(6). Supervision must supply the means of enabling teachers to live up to the standards set and to carry out the program outlined.

(7). Supervision is essentially a cooperative procedure.

(8). While the application of the standards and the realization of the program must be authoritative, scientific and impersonal, there must be manifest a kindly and sympathetic spirit.

(9). Supervision must develop and encourage on the part of the teachers, initiative, self-reliance, intelligent independence, and the successful assumption of responsibility. It must capitalize the teacher's ability and experience.

(10). The administrative aspect of supervision is secondary to the pedagogical.

(11). When supervision is inspectorical, it should never be simply that and nothing more.

(12). Supervision must be judged by its results.

(13). The supervisor must be specifically and definitely trained for his work.
The type of democratic leadership involved in supervision demands the very highest type of well rounded, poised personality.

Mr. Clyde B. Moore writing in the Journal of Educational Administration and Supervision in an article called "Trends and Purposes of Professional Supervision", gives us some light on the matter of principles. Much of what he says may be classified as the fields of activity of the supervisor as well as under the subject of principles. I list them here, however, because they do embody the underlying principles of supervision.

I. The primary purpose of educational supervision is the improvement of teaching.

(a). Supervision is dependent upon skill in observing the evidences of the teaching learning process.

(b). The good supervisor possesses the power to analyze the methods used in instruction.

II. The good supervisor exercises skill in making clear the relationship between general and specific educational objectives.

(a). The relationship between general and specific educational objectives should be made clear through concrete illustrations from the immediate situations.

(b). The ability to demonstrate, aid in, or clearly explain procedures which possess relationships between general and specific objectives, is for the supervisor a 'sine qua non'.

III. The supervisor is concerned with the selection, analysis classification, and organization of subject matter of learning.

(a). The good supervisor is conversant with the results of research and investigations on the curriculum and curricular materials.

(b). Ability to select and classify materials to meet the needs of the groups under supervision is clearly a requirement of the supervisor.

(c). The supervisor should organize subject - matter - of - learning along psychological lines.

IV. Measuring and testing the results of learning and teaching are functions of the learner, the teacher, and the supervisor.

(a). The good supervisor should be conversant with,

(1) Standardized tests of achievement.

(2) The so - called general intelligence or innate mental ability tests, and

(3) The various characteristics of nonstandardized tests and examinations.

(b). Ability to select suitable tests and appropriate times of administration is a responsibility which the supervisor must assume.

(c). The use of test results in the improvement of teaching may well be made by or through the supervisor.

V. A good supervisor assists teachers in professional growth.

(a). A good supervisor is effective in making teachers aware of possibilities and means of growth.

(b). The good supervisor exercises skillful leadership in the professional growth process.

(c). The good supervisor is so thoroughly democratic and socialized in his attitude that an esprit - de - corps of teachers and pupils is inevitable. He cooperates for the welfare of all and is effective in or-
ganizing forces to this end.

It becomes quite apparent, when one begins to investigate the field of supervision, that very little has been done in the matter of the formulation of principles for governing the work. Up to the present time the best chapter that has been written on the subject of the principles of supervision, is the chapter by that title in the book by Barr and Burton called "The Supervision of Instruction". Both Mr. Barr and Mr. Burton have made a study of the principles of supervision, and they have brought together all of the source material. From this study and from his former work in Detroit, Mr. Barr formulated what he calls the Detroit Statement of Principles. This is the most complete and most unified set of principles that have so far been produced. It is as follows:

First. Supervision must be democratic.

(a) Supervision should stimulate and encourage initiative, self reliance, responsibility, and the intelligent interpretation of instructional policies on the part of the teacher, the principal and the supervisor.

(b) Supervision must recognize and deal sympathetically with the problem of human relationships in their efforts to improve instruction.

(c) Supervision should represent "democratic leadership in a group of co-workers, to the end that the pupils of the schools may make the largest possible growth in desirable ideals, interests, knowledge, powers and skills, with the least waste of energy, and the greatest amount of satisfaction to all concerned".
Edith M. Bader in dealing with this same subject of democracy and supervision says, that democracy demands that the plans for the improvement of classroom technique, standards for judging results, and methods of meeting difficulties, be made a matter of group concern and not merely a matter of adjustment between individual teachers and supervisors. The second thing is that the resources and capacities of all be capitalized and placed at the disposal of each individual teacher. The third thing is that individual differences in teachers should be recognized by the supervisors. And fourth the supervisor should capitalize the professional information and intelligence which the teachers in the system have.

I shall conclude this discussion of the democracy of Supervision by quoting the closing paragraph from the article just mentioned, which is as follows:

"In general, democracy demands that the supervisor's relation to the teachers be the same as the relation of teacher to pupil, and that his function should be the same as that of the teacher, namely, to provide for, "purposeful activity in a socialized environment". The ultimate test of supervision, therefore is the degree to which it makes for desirable changes in teachers and through them for desirable changes in the pupils. Supervisory methods and administrative machinery are good only in so far as they give opportunity to all of the influences in the group to contribute to the growth of all the pupils and teachers whom they affect". 2

The second principle suggested by Mr. Barr is as follows; Supervision must be a cooperative undertaking of teachers, principals and supervisors, this can be accomplished;

(a) Through the recognition of the distinctive contribution of each

2. Ibid. page 360.
to the improvement of instruction.

(b) Through a clear definition of responsibilities.

(c) Through the realization that not only teachers but principals and supervisors as well, are learners in the study and observation of classroom problems.

(d) Through the general encouragement and conservation of contributions from teachers as well as from the heads of departments, principals, and supervisors.

(e) Through the organization, evaluation, and coordination of the efforts of those concerned with the improvement of instruction.

In developing this same idea of cooperation, Prof. L.A. Pechstein, Dean of the College of Education, University of Cincinnati, gives a very practical example of the application of the principle of cooperation in supervision. This is an abstract of an address which he delivered before the supervisors of student teaching, at Cleveland, Ohio. Prof. Pechstein says in part,

"The cooperative idea in education is not so much a theory or philosophy as a fact. The work in teacher training of the college of education in our university is organized in such a way as to (1) select students of highest caliber for teacher training, (2) provide concrete public school experiences from the outset of the training period, (3) furnish specialization in the scientific theory and content underlying instruction and in the public schools the actual practice in real teaching, (4) give each student - teacher a year of student teaching (half time at half pay) under the constant supervision of a cooperating teacher, this officer being selected because of her demonstrated proficiency "on the job".

Reaching its high point in actually handling a classroom in the fifth student teaching year, the cadet teacher has had experience under unique supervision. The following objectives obtain; (1) The cadet is giv -
en experience in a real public school situation and hence later finds no hiatus between the "model" school and a real school. (2) She receives supervision only when needed. (3) She develops initiative, resourcefulness, and independence. (4) Her theory and practice are constantly paralleled and coordinated. (5) In taking five college years for her training, she rates with the professional graduates in Law, engineering, commerce, etc. (6) Both the university specialists and the best public school teachers obtainable unite in contributing to the training of the new recruits to the profession.  

The third principle with which Mr. Barr is concerned is that, "Supervision must distinguish between instruction and administration". This can be done:

(a) Through the clearance of all administrative matters through regular administrative channels.

(b) Through the recognition of the principal as responsible for instructional conditions within his building.

(c) Through the recognition of instructional experts as responsible for general instructional conditions and for the adequacy of this program in the several fields of instruction.

The fourth principle presented by Mr. Barr is that "Supervision must be scientific". This should find expression through:

(a) A common scientific background for principals, teachers, and supervisors.

(b) The development of definite, well understood objective standards for judging and improving the quality of instruction (whatever

standards are used should be known in advance by the one where teaching is being judged).

(c) An experimental and laboratory study of instructional problems.

(d) Interpretative measurements of results.

The fifth principle considered by Mr. Barr is the principle that "Supervision must center upon the improvement of Instruction". That is, expert supervision,

(a) Should lead teachers to a broad vision of teaching problems, to a broad range of experience so that the work of one grade may be seen in relation to the work of other grades, to an understanding of needed revisions, of necessary growth and of the final outcomes of instruction.

(b) Should lead teachers to master the technique of classroom instruction, to establish good teaching habits, and to develop high standards of teaching efficiency.

(c) Should lead teachers to persistent study of teaching problems, to experimentation, and to the use of classroom as a pedagogical laboratory in which to revise and improve methods of instruction.

The last principle suggested by Mr. Barr is the principle that supervision must be a clearly defined, definitely organized program. This program should be progressive from year to year and should include;

(a) A statement of the objectives of the program.

(b) The means for arriving at the established goals.

(c) The checks and standards by which progress is to be measured.

A little study will at once reveal the fact that this list as present —

ed by Mr. Barr is an inclusive list of the principles that underly supervision. This list is the most systematic in its arrangement and the most satisfactory in grouping and emphasis, and because of this I shall use this list of principles as the basis for the future chapters of this presentation. The last principle stated by Mr. Barr leads me directly into the concluding section of this chapter which will deal with the plan of supervision.

The need for a well developed plan of supervision. One of the great defects of much of our supervision is that it is so haphazard and does not follow a very definite plan. Supervision like any other work if it is to be well done will need to have a goal and well developed plans to reach that goal. The great objective of supervision will never be reached until we have certain major plans clearly wrought out. Furthermore the process by which we arrive at the great objectives will necessitate a rather elaborate, detailed plan of supervision.

Each supervisor will need to work out a definite plan for his supervisory work. The work will be so varied that each supervisor will need to work out a scheme or plan for his own specific work. The situation in which the supervisor finds himself, the previous work that has been done in the school, the training of the teachers, the efficiency of the system, the relation of the supervisory work to the administration program, the general and specific aims of the supervisor, these with many other items will all need to be taken into consideration by the supervisor when he is working out his plan of supervision. No ready made detailed plan can be presented but we can make the very definite statement that a rather detailed plan will need to be developed by every supervisor to fit the
situation in which he finds himself.

Jennie E. Jessop in an article entitled, "A Supervisor of Rural Schools Analyzes Her Task", suggests the following plan of work;

September and October, - Helping the new teachers.

November and December, - Studying the teaching.

January and February, - Evaluating the teaching by means of tests.

March and April, - Decreasing the retardation.

May and June, - Revising the course of study.

This is only a suggestive plan and it deals only with the general activities, but it does show that at certain times the appropriate subjects must be given the major emphasis. Many other plans might be suggested but I will only refer to a number of well thought out and workable plans that have been used in the past with satisfactory results. Mr. M. S. Pittman in his volume, "The value of School Supervision", suggests a very workable zone plan for rural supervision.

City work requires the same definite type of planning if efficient work is to be done. Some very good suggestions are to be found in Chapter XXII of the Principal and His School by Cubberley and also in Chapter IV of The Supervision of Instruction by Barr and Burton.

In concluding this chapter I shall quote the summary presented by Barr and Burton concerning the matter of the Planning of Supervision,

I. The chief reasons for planning supervision seem to be;

(1). A planned program insures that the supervisor has thought his

situation through, analyzed it, and selected for attention the weak spots or new needs.

(2). A planned program insures a definite organization of professional activity directed toward the achievement of certain definite objectives. It tends thus to replace mere routine visitation and inspection, vague and general supervision.

(3). A planned program is a source of professional stimulation to all concerned.

(4). Definite programs constructed by all supervisors make for easier coordination of the work of all.

(5). Planned programs give the administrative officers, the school board, or other lay observers a definite idea of the work being attempted. It gives them also a basis for judging and evaluating supervision.

(6). A planned program is an excellent test of the ability of the supervisory staff.

A good supervisory plan will possess the three following elements:

(1). A set of clearly stated definite objectives.

(2). A clear-cut outline of the means, devices, and procedures to be utilized in attaining these objectives.

(3). A clear-cut outline of the criteria, checks, or tests to be applied to the results of supervision in order to determine the success or failure of the program.

The important steps in constructing supervisory plans would then seem to be:

(1). Study or survey the situation by any available and suitable
means, in order to determine the needs of the system or building.

(2). Construct a total list of needs, problems, defects, or new departures which may be made into definite objectives.

(3). Select from this list a small number of these problems, and state them definitely as the objectives for the term of a year.

(4). Outline for each objective the specific and detailed procedures which will be utilized in achieving the ends sought. Provide for flexibility.

(5). Outline clearly the criteria, tests, or checks which can be used fairly to determine the success or failure of the plan at the close of the period for which it was constructed.

(6). Publish this plan in printed, mimeographed, or typewritten form. Place it in the hands of teachers, supervisors, principals; and if necessary, devote a general meeting to the explanation and discussion.1

CHAPTER IV. SUPERVISION BY MEANS OF CLASSROOM VISITATION.
Supervision like all other phases of educational work has both a theoretical and a practical aspect. Both aspects are needed because a theory without the application of it in practice would be futile and in like manner practical application is unthinkable without the realization of some theory. Thus far in this discussion I have been dealing with the theory of supervision, but in the following chapters I shall consider the practical application of the theory, under two heads. First, supervision by means of classroom visitation, second, the conference as a means of supervision.

The necessity for limiting this paper to the problems of supervision through visitation and conference. Supervision is so large a subject that if the subject were to be adequately treated, even in a sketchy fashion, would require at least four or five hundred pages. There is involved in the subject the whole matter of teacher training, the problem of how to teach and what to teach is included, the use of tests and measurements for both pupils and teachers, and the entire program of research, all of these and more are included in the subject of supervision.

It is manifestly evident that in a paper such as this it will be necessary to delimit the subject. I am only presenting "Some of the possibilities of supervision", not "all" of the possibilities, and therefore I feel justified in limiting this discussion to the phases previously suggested of classroom visitation and conferences. I have chosen these two items for consideration because I consider them basic in all super-
vision and because they hold the best contribution that supervision can make to Religious Education.

**Visiting the teacher at work.** Efficiency in supervision demands the securing of first hand information concerning the method, content, and teaching technique of the teacher. It requires also that the alertness, initiative, and spontaneity of the teacher be kept at a high pitch. It demands also the practice of democracy and cooperation. All of these can be furthered by visiting the teacher at work. There are many problems involved in visiting the teacher at work and I shall take up some of them and discuss them in detail.

**When shall the supervisor begin his visits?** The question is whether the supervisor shall begin visiting the teacher from the very outset, or shall stay away for a day or two and give the teacher a chance to get the situation in hand, and thus not be so embarrassed when the supervisor comes. Much can be said on both sides of this question. It may take the teacher a few days to get her work and class organized and in those few days she does not especially care to have the supervisor come to get a first impression of her work. Then again if the teacher knows anything at all about teaching she will be able to get along for a few days without the advice or the visit of the supervisor and without it resulting in injury to the class. On the other hand it is also true that the teacher who is able to handle a class independently and not cause a serious result to come to the class, is not apt to be disturbed by the presence of a supervisor even on the first day of school. The fact of the matter is that the most important factors in the entire situation are the personal-
ity of the supervisor, plus the way he goes at his task, and the temper-ament and attitude of the teacher.

Concerning this matter, Nutt in his book, "The Supervision of Instruction" says,

"Every supervisor must settle this question in the light of all the facts in each case. The suggestion that seems valid, however, is that the more visiting the supervisor does, the better it is for both supervisor and teacher. The more they work together, the better they will come to understand one another and to appreciate one another's individual characteristics. The more timid and self-conscious the teacher is, the more he needs to be visited in order that he may have ample opportunity to overcome his weakness. The time that the supervisor has charge of the work of the teacher is all too short at best, and every day that passes is that much opportunity gone forever. Therefore the logical time to begin visiting the work of the teacher is the very first recitation that the teacher conducts. The visits should be for the whole period, and they should continue, as time permits, until the teacher has thoroughly mastered the situation."

In connection with this same matter Nutt says;

"The main point for the supervisor to keep in mind is that the performance of supervision must seek always to further the development of the teacher, and never to really get in the way of this development. That is to say, all things considered, the teacher and the pupils under the teacher should be better off because of the presence of the supervisor in the classroom during the recitation."

Most writers upon this subject agree that the supervisor should begin his work of classroom visitation upon the day that school begins. However there may be cases where it would be unwise for the supervisor to begin his actual work of supervision until the teacher had her work well begun. In such cases the common sense of the supervisor would need to settle the matter. These first visits of a supervisor at the beginning of a school year will of necessity need to be somewhat different

2. Ibid, page 201.
than the visits that may follow. The first visits will be concerned largely with the matter of organization, materials, and getting a proper start, and not until later will the more important matters such as teaching methods, conduct of recitation, curriculum, discipline, and the like be taken up for consideration and study. Surely the teachers ought to find no fault with the supervision that from the very beginning offers them the help that they need. At any rate the supervisor needs to have the right to begin his work of classroom visitation at the beginning of the school year if he so desires, or at a later date if he deems it best. The wise supervisor will however make the proper allowance, and take into consideration the fact that the teacher is just beginning the work of the year, when he makes his initial visit.

Shall the visits be on schedule or on call? There are three schemes of visitation in vogue at the present time: First the plan of formulating a definite schedule of visitation at the beginning of the month or of the year, and then religiously adhering to the schedule throughout the period. The second scheme is to make supervisory work to be in response to calls from teachers, instead of through a definite schedule of visitation. This second scheme has much in its favor, because it would make supervision definite and related to a specific problem. The general movement at the present time seems to be toward this second type of supervision. Barr and Burton in "The Supervision of Instruction", tell of a certain large city where this scheme was put into practice with gratifying results.

"It was thought by some that the supervisors would have nothing
to do; that such a procedure would eventually destroy their positions. As soon as the spirit and efficiency of the plan was demonstrated, however, the supervisory staff, an unusually large one, found itself completely overwhelmed with work. This staff has never been able to render the amount of service which is requested. The total number of calls received could not possibly be cared for. Such a situation is an incontrovertible index of good supervision.  

The third scheme and perhaps the one best fitted for our work today is a combination of the first and the second. At present most supervisors and most schools will need to have a definite policy of scheduled visits, but more and more provision will need to be made to make possible a more definite and more specific type of supervision. In other words a technique or a mechanism, for handling special calls for assistance, will need to be worked out and followed. Therefore in answer to the question, shall visits be on schedule or on call? I think that the consensus of opinion of the men who know most about supervision, would be that visits shall both be on schedule and on call. A combination of these two is the best scheme available at the present time.

The number, length, and time of visits. No definite answer can be given to the question as to the number, length and time of visits, because of the specific differences that arise in every special case. The number of visits will depend in large measure upon the program of supervision, the needs of the teacher, the ability of the supervisor and upon the specific subject, or method that is under consideration. Barr and Burton states that the matter of the number of visits will have to be determined by the supervisor himself in the light of his own specific problems.

The length of the visits of the supervisor will be determined by the

special conditions of the case under consideration. However all things 
considered it is usually considered the best policy to visit the entire 
period of a recitation. This will do two things, it will enable the su-
pervisor to see the recitation as a whole, which is always much better 
than just getting a part of the recitation, and secondly it will avoid 
the interruption that would follow if the supervisor would get up in the 
middle of the recitation and leave the room. However it may not always 
be possible for the supervisor to see a whole recitation at a time. If 
he is not able to see the entire recitation he should however see enough 
of it so that he can draw a valid conclusion. It is manifestly unfair to 
the teacher to enter her room for a moment or two and then on the basis 
of such brief knowledge attempt to evaluate her teaching. The better 
trained supervisor will be able to draw better conclusions than the one 
less trained, but neither should attempt to pass on pedagogical situa-
tions when their knowledge of a teacher is based on a few short visits. 
As a principle I think we might well maintain, that wherever possible 
the unit of visitation should be the whole recitation.

The time of the visitations will depend upon the policy which the school 
follows, if their scheme of visitation is based upon the desire and call 
of the teacher, then the time of the visits will be dependent upon the 
teacher in large measure. If a schedule of visitation is followed, then 
it should be so worked out, that visitation will begin very early in the 
term, and continue throughout the term.

The supervisor's classroom manner. The supervisor will need ever to re-
member that his work is to so direct the pupils and teachers that their 
work will always show improvement. If he keeps this idea in mind his me-
method of entering the classroom, his position in the classroom during the recitation and his manner of leaving the room will be greatly modified.

A supervisor does not come into a recitation to show his authority, but he comes in to observe and by thus observing to plan for the improvement of both teacher and pupil. Nutt, in "The Supervision of Instruction" says:

"The supervisor often has to enter the classroom after the beginning of the recitation. He should enter in such a manner as to attract as little attention as possible. The supervisor should not intentionally become the center of attraction as soon as he enters the room".

The supervisor should attempt to enter the room or the class that he is planning to supervise at the beginning of the recitation, if this is not possible then he should enter as inconspicuously as possible and take a seat at the rear of the class. This procedure ought to be comparatively easy and ought not cause any confusion in the class that is reciting. Most schools that are of recent structure are so built that it is possible to enter the rooms from the rear and thus avoid much of the confusion that usually occurred when some one entered the door and was compelled to walk the length of the room. Ordinarily the supervisor should sit at the rear of the room. Concerning this routine matter, Nutt, says,

"The supervisor should sit in an inconspicuous place in the classroom, but so as to be able to observe both the teacher and the entire class".

Certainly it goes almost without saying that the supervisor should avoid doing anything that would disturb and embarrass the teacher or

that would attract or confuse the pupils. It is not the work of the supervisor to cheapen the teacher in the eyes of the pupils, the supervisor's work is to train the teacher so that she becomes more efficient. If it is necessary for the supervisor to leave the room before the close of the recitation then his departure should be as quiet and as inconspicuous as his entrance. He should withdraw in such a manner as to attract as little attention as possible.

Records and Reports concerning the visitation. The supervisor should make notes on the recitation he is supervising. He will need these objective facts as items of record, but the most important use for these records is the pedagogical use. The supervisor will need to plan for conferences with his teachers following classroom visitations. These conferences must deal with concrete facts and must deal with the actual situation as observed by the supervisor. A record of the actual observations, the statements of the teacher, the pupils responses, and the other actual happenings, is the only safe basis on which to have a professional discussion. The supervisor must make such a record if he is going to do efficient work, now the next question is where and when shall he make the record. If he can take notes while sitting in the classroom observing the recitation, without causing embarrassment to the teacher, then he can make his notes at that time, but if his taking of notes embarrass the teacher then he will need to wait until he has left the class and then make his notations concerning the classroom work.

These notes and comments are of very little value unless the information can be given over to the teacher. The question as to just how this
is to be done is one on which there is very little agreement. Nutt would say that whenever possible a conference should follow the class to discuss the results of the observation with the teacher, but if such a conference is not possible then the supervisor should, as a rule, leave the written notes, comments, and suggestions with the teacher or give them to her at some future time. Other authorities in the field hold that if a conference is not possible immediately after the visitation, then arrangements should be made for a conference to be held a short time after the visitation. Still others take the position that a conference should never be held immediately following the visitation, but that both teacher and supervisor will need to think over the visitation, before the conference about it. Therefore they say plan for the conference long enough after the visitation so as to give the supervisor an opportunity to think his way through the situation and enable him to see the situation in its right relations. Nutt, gives a very potent paragraph along this line that every supervisor ought to commit to memory and then practice its truth. He says:

"As a final suggestion it may be well to add that all visitation, supervision, and inspection of the work of the teacher should be open and at the same time inconspicuous, as has been suggested above. The visits of the supervisor should never be of the key-hole inspection type. The results of the inspection, or visit should always be submitted to the teacher. The teacher should always have an opportunity to explain conditions for which he is not responsible, and these explanations should be given due consideration in evaluating the worth of the teacher's work."

The supervisor will need to take careful and accurate notes upon his observations, because it is upon these notes that he must base his sug—

gestions for the improvement of teaching. This work of taking notes will be simplified greatly and the notes will become more comprehensive by using certain printed forms that contain practically all of the points that the supervisor needs to check up on the recitation. A number of such printed forms are available and others could be made by the progressive supervisor. The first one of these printed forms that I will suggest is given by Nutt, in "The Supervision of Instruction", and is called an outline form for criticizing the work of the teacher.

Suggested outline for notes.

I. Physical conditions.
   1. Temperature of room.
   2. Quality of air.
   3. Posture of pupils.
   4. Good housekeeping.
   5. Discipline.

II. Method.
   1. Defects and errors in the application of the principles of method.
   2. Suggestive outline for correct presentation of same lesson or phase of subject matter.

III. Devices.
   1. General
      a. Lack of effective ones.
      b. Wrong use of good ones.
      c. Wrong devices used.
      d. Good devices used.
   2. Special
      a. Lack of effective ones.
b. Wrong use of good ones.
c. Wrong devices used.
d. Good devices used.

IV. Technique.

1. Quantitative data.
   a. Number of times each fault of technique was committed during the
time the supervisor was in the room.
   b. Number of times each good point of technique was practiced dur-
ing the time the supervisor was in the room.

2. Qualitative data.
   a. Effect of specific acts of the teacher upon the recitation.

V. Subject - matter.

1. Lack of knowledge.

2. Errors. These should be carefully tabulated in order that they
may be brought to the notice of the teacher.

VI. Results.

1. Accomplishment of aim stated in the lesson plan.

2. Knowledge definitely acquired by the class.

3. Habits positively furthered.

VII. Adherence to lesson plan.

If changes were made were they justifiable. ¹

The second of these printed forms for use by the supervisor to check up
on the recitation and the observations that he may make is presented by
Barr and Burton in their recent book on supervision. The one side of the
observation sheet is arranged as the chart on the following page indicates.
While on the reverse side of the observation sheet the following informa -
COMMON-SENSE SUPERVISION

(Any) School District

No

Superintendent's Notes of Visits.

Teacher ____________________________ School ____________________________

Grade ______________ Pupils in class ______________ Branch ______________

Topic.

Procedure noted:

Commendation:

Improvable:

Suggestions:

Reaction to suggestions:

Suggestions repeated:

Worth of work: ____________________________ Time: ______________ Place: ______________

for conference on ____________________________

Length of visit ______________ Minutes ______________

Date ______________ Hour ______________

(Supervisor)
tion is listed. Thus the supervisor is able to get a real picture of the work of the teacher by observing and then checking the items in which the teacher does effective work.

Excellences of Teaching.

I. General conditions.

1. Management of light.
4. Appearance of blackboards.
5. Care of cloak rooms.
6. Care of corridors.
7. Use of maps and charts.
8. Oversight of grounds.
9. Care of school property.
10. Orderliness of arrangements.
11. Pupil's work displayed.
12. Floors clean.
13. Teacher offers suggestions.

II. The Teacher.

15. Bearing before school.
16. Language and expressions used.
17. Voice.
18. Preparation of work.
19. Attitude toward pupils.
20. Attitude toward work.
21. Use of supplies.
22. Use of time.
23. School reports to date.

III. The Pupils.
24. Properly seated.
25. Right positions required.
26. Orderly movements required.
27. Use time profitably.
28. Are responsive.
29. Are earnest in work.
30. Show respect.
31. Well mannered.
32. Prompt.
33. Punctual.
34. Regular in attendance.

IV. The Instruction.
35. Requires comparisons.
36. Connects lesson with pupil's experience.
37. Requires independent thought.
38. Develops intelligence.
39. Adapted to pupils.
40. Leads pupils to ask questions.
41. Trains for independent study.
42. Suggests wisely.
43. Discovers weaknesses.
44. Develops pupil's interest.

V. The Discipline
45. Develops self control.
46. Develops self direction.
47. Corrects by commendation and suggestion.
48. Uses fear judiciously.
49. Secures right conduct from ethical consideration.

VI. The Recitation
50. Arouses and sustains lesson interest.
51. Makes all pupils take part.
52. Tests preparation.
53. Questions in correct form.
54. Answers in correct form.
55. Elicits discussion.
56. Employs drill advantageously.
57. Uses reference material.
58. Combines and socializes effort.
59. Commends success and effort.
60. Lesson plan evident.
61. Lesson plan executed.
62. Pupils criticize and evaluate their own effort.
63. Lesson assignment starts effort - evoking interest.
64. Corrects faults by commending virtues.

Special Records and Reports. The supervisor will have a great many oth-

or tasks than merely visiting the teachers at work and reporting on the recitation. A great many specific things will come under the scope of study of the supervisor and while he is doing his regular visitation work he will also be able to gather data concerning special subjects and methods and to make special observation records. Furthermore he will be able to rate his teachers using a rating scale of his own construction or he may use any of the standard rating scales that are in general use. The rating of the teachers (both self-rating and rating by the supervisor) if properly done is beneficial to the program of the improvement of teaching.

Some very helpful suggestions are given concerning the matter of record forms for special observations by Frederick C. Landsittel in his Study of Teaching. He gives a record form for observing the motivation in classroom work. The form is as follows:

"General Topic: Motive in Teaching."

Observation Problem: How to give adequate motive to classroom work.

1. Find out whether the teacher in making the assignment of the present lesson gave definite attention to the matter of awakening adequate motive for pupil's attack of it. What was done to this end? Was it profitable?

2. To what extent do interests manifested by the class appear to be characteristic of the age of the pupils?

3. Mention some things showing the effects of instructive tendencies in giving motive to pupils' effort.

4. Describe one or two situations, if they develop, in which the pupils appear to be affected by a real sense of need of doing the work which the class has in hand.
5. Does the exercise or any part of it take the form of a group enterprise or project? If so, how does this condition of affairs affect the motive with which the pupils work?

6. In what respects does the exercise appeal to the play impulses or vocational aspirations of pupils?

7. To what extent are rewards or penalties applied in motivating pupils' efforts? Note such evidences as appear, bearing upon the adequacy of these as incentives.

8. Is the puzzle working instinct brought into play? If so, explain how.

9. To what extent does real self-activity prevail during the exercise? Show any instance, if there be such, where self-initiated activity as well as self-directed activity is evident.

10. What indications point to an intelligent appreciation on the part of the teacher of the relation of adequate motive to economy in learning? The observation blank has on it a place for making a summary of the observation which will enable the supervisor to state in a sentence or two the results of the study. Record blanks of this sort could be prepared for every phase of teaching, which would be a splendid way for the supervisor to check up on the teachers concerning the use they were making of certain methods and techniques. Mr. Landsittel in his book presents sixty such blanks including, Types of procedure, Types of teaching, Training in thought-getting, motivation of expression, the use of the story in history teaching, Dramatization in history, and many others, which would if properly used prove valuable to the supervisor as a means of diagnosis.

ing the teaching in his school.

A second thing that the supervisor may be able to do while engaged in the major work of classroom visitation is to engage in the work of rating his teachers. In a circular of information distributed in connection with a rating plan for teachers the following statement was made, "The fundamental purpose of the rating scale is to serve as a means for improving the quality of teaching." If this be true then as long as the supervisor is using his ratings of his teachers for the purpose of improving the quality of teaching then he is not only justified but is duty bound to use the rating scales. There are three general types of rating plans for teachers, Score cards of teacher traits; Man-to-man comparison scales, and measurements of teacher efficiency based upon achievement. Scales of these different types have been devised by such persons as Boyce, Landsittel, Maddock, Schumre, Rugg, Kent and many others. The matter of the worth of a rating scale is as yet an unsettled matter, in a recent article in the Journal of Educational Administration and Supervision, V.T. Thayer of Ohio State University takes the position that the rating scales for teachers are of very little value. However this may be, if the supervisor can use the rating scales as a means for the improvement of teaching then certainly he should avail himself of this opportunity.

Certain things that may be the outgrowth of the classroom visitations.

Just as briefly as possible I will now list a few of the items of activity that may be spoken of as the indirect results of the classroom visitations. In the classroom the supervisor will discover the needs of his teachers, but many of these needs can not be met in the classroom or in conferences.

and consequently other means will need to be utilized. However the entire program for improving the quality of teaching may be basically thought of as resting upon the classroom visitation.

The planning of a Teachers Institute may result from classroom visitation. The supervisor may discover a certain common fault among his teachers and he may find that the situation can best be met by the planning of an institute that will take under discussion the very thing that his teachers need. He may also discover, in his visitation a teacher who is especially skillful in certain types of work. If such is the case the supervisor could well plan a number of demonstrations by this teacher and have his other teachers present to see the demonstration, and also plan for a discussion period to follow the demonstration. A program of directed observation of teaching might also be the outgrowth of classroom visitation.

Another excellent scheme for the improvement of teachers is the provision for a visiting day. This visiting day ought to be planned by the supervisor with the special needs of his teachers in mind. From his classroom visitation he will gain this knowledge, and if properly planned and administered, a visitation day ought to prove a very beneficial procedure.

In the classroom visitation of the supervisor there will also be discovered certain teachers who seem to have special talent or ability, and such teachers should be urged to attend Normal Schools and Colleges that will give them the most help in their special talent or ability. The supervisor should be willing to make some plan or arrangement that would enable this teacher with special talent to have a leave of absence for a semester or a year for special study. Promotion of extension courses, lectures, educational programs and educational exhibits, the use of
bulletins, handbooks, bibliographies, printed aids and many other plans may be used to promote the efficiency of teaching. These will however be the indirect results and the outgrowth of classroom visitation.
CHAPTER V. THE CONFERENCE AS A MEANS OF SUPERVISION.
CHAPTER V

THE CONFERENCE AS A MEANS OF SUPERVISION

The necessity for a conference to follow a classroom visit, or at least to follow a series of visits. If the purpose of supervision is the improvement of teaching then it naturally follows that classroom visitation should be followed by a conference. The supervisor discovers the strength and weakness of the teacher in the classroom visitation and in the conference that follows he will plan to assist the teacher to develop her abilities to a still higher degree and to assist her in the work of overcoming her weaknesses and her defects. The supervisor may discover many things in the rounds of his classroom visitations, but it is only by the means of conferences that this information can be satisfactorily conveyed to the teacher, and this certainly is necessary if results are to be expected.

In the interest of democracy in supervision conferences are essential because by this process the teachers will have an opportunity to make their contribution to the general plan of supervision, and also to defend themselves when specific situations are involved. The teacher has a right to know what the supervisor thinks of her classroom work, and she has also a right to demand from the supervisor constructive suggestions for the improvement of her teaching, and consequently the teacher has a right to demand an open, frank conference with the supervisor. It is the necessity of talking over a situation that makes a conference so necessary, the teacher may learn from the observation of the supervisor and it is also true that the supervisor may learn from the
point of view of the teacher. The teacher and the supervisor together will be better able to work out their problems in conference than either of them would be able to do alone. This does not mean that every classroom visitation will need to be immediately followed by a conference, because such a thing will not be possible, the supervisor will perhaps need to make a series of visits before he will be able to make any constructive suggestions. It does mean however that a conference will follow classroom visitations, and the teacher will be given an opportunity to make a contribution, and to offer suggestions in the final solution of all problems. In the interest of efficiency in teaching, the growth and development of the child, the unity and harmony of a school system and in view of the ultimate results, it seems a most vital thing to link together classroom visitations and conferences, and one could almost formulate a general principle stating that conference should follow classroom visitation.

Types of conferences. In general there is agreement among the leaders in supervision as to the types of conferences. Sometimes fewer types are suggested but they are usually made more inclusive. H.W. Nutt, lists conferences under two heads; Group conferences, and, Individual conferences;

1. Group conferences, or teachers' meetings.
   (a) Staff or faculty meetings.
   (b) Grade or intergrade meetings.
   (c) Committee meetings.
2. Individual conferences.
   (a) The conference following a classroom visit.

2. Barr and Burton, "The Supervision of Instruction", p. 158.
(b). The follow-up conference.
(c). The pre-teaching conference".

Conferences could be grouped according to two different standards, first as to the number of persons involved, and this would give us the group and the individual conference. In the second place they could be grouped according to the content or purpose of the conference and this would give us the specific and the general conference. The group conferences have their place in supervision, and these group conferences can be both specific and general. It is also true that the individual conference can be both specific and general. The individual specific conference or the individual conference following visitation is no doubt the most important one of all. In the discussion which follows concerning the general policy of procedure in conducting a conference the specific individual conference will be most prominently in mind, although the principles laid down will apply to all types of conferences.

The general policy governing conferences. First of all I want to list a few general principles or statements of policy that are presented by Nutt.¹

I. Group Conferences.

1. Meet the group of teachers at fixed times, and for a definite period.

2. Make the teachers feel that the conference is an opportunity, and not just a requirement.

3. Encourage the teachers to raise the problems that have come to them in their work.

4. Throw each individual's question and problems open for free discus-

¹ Nutt, H.W., "The Supervision of Instruction", pp. 210-211.
sion by the group. Stimulate the exchange of ideas and comparison of experiences in dealing with the questions and problems.

5. Present general suggestions and constructive criticisms in the form of questions based upon data accumulated during classroom visits.

6. Stimulate discussion of the suggestions and criticisms, so that the teachers themselves determine the correct answers and formulate the procedure that should be followed in setting up more efficient practices.

II. Individual conferences.

1. Meet each teacher for a personal conference at a definite time, preferably each week, to go over the lesson plans for the entire week.

2. Where possible meet each teacher for a short conference each day to go over the detailed daily lesson plan for the next recitation.

3. Encourage the teachers to come individually to talk over their difficulties and to consult for advice on special problems. Let them ask for such conferences and arrange the time.

4. Encourage the teachers to come for individual conferences regarding the written notes and comments made on particular recitations. Stimulate the teachers to answer the problems that are based upon these written data so that they become their own critics. One of the important outcomes of supervision should be that of making the teachers critical of their own performances.

5. Present specific suggestions and constructive criticisms in the form of questions and problems based on the above data.

6. Encourage the teachers by specific suggestions to individuals to take the initiative in discovering and solving problems of teaching.
The problem of the time for conferences is a difficult one and it is one in which there is very little agreement or uniformity. It is perhaps a general belief that time for conferences must be provided, but I think it is also true that only a few systems are giving adequate time to the conferences as a means of supervision. A time for conferences must be provided when the supervisor and the teacher will be able to sit down and quietly, and without haste or interruption, be able to go over the special item that has been under observation. The plan of stopping a moment at the door of the classroom and trying to conduct a conference in such a manner is worse than useless. To attempt to discuss with the teacher, before her class, the results of your visitation will not be conducive of good. Neither will it be satisfactory to take the recess periods or the noon hours as a time for conferences. More real good will be accomplished if a definite period for conferences is agreed upon and the teachers may be made to realize that this is a very real part of their program. In general it may be said that every visitation or series of visitations should be followed by a conference. If the supervisor uses a check list of some sort this list may be given to the teacher, and a study of it will enable the teacher to know what the supervisor considers her strength or weakness in the specific work under consideration. Then after the teacher and the supervisor have had a chance to study this over a brief conference can be held. Much more real worthwhile good could be accomplished by this method than by the unorganized or unplanned conference.

These conferences should provide for a great amount of teacher participation. They will need to be conferences in which the teacher will
feel free to ask questions and to defend her position if necessary. De-
mocracy and cooperation are two great words in the program of supervision.
If the conference is a time when the supervisor in an arbitrary way lays
down the law and does not allow any counter suggestions then the con-
ferences are by no means as constructive as they ought to be.

The conferences must be adapted to individual needs. This statement
may seem self evident and unnecessary and yet investigation reveals the
fact that a great amount of assistance given by the supervisors is of
too general a character to be of much use. Every teacher is an individual
with his or her individual differences and they will need to be treated
in an individual way. The teacher who is just out of normal school and is
beginning her work will need a definite type of treatment. The teacher
who is going along in a rut will need a type of treatment that will take
her out of the rut and set her moving toward better things. The progress-
ive, well trained teacher will need a special type of treatment. The dif-
ferent temperament of each teacher should color and in large measure con-
trol the manner in which the supervisor should offer his assistance and
his directions. These and many other situations might be mentioned which
would indicate the need for individual treatment. Every teacher will need
specific direction and suggestions in accord with his or her individual
needs, and generalized statements will not suffice.

The conference must be adapted to specific situations. Supervision in-
cludes so many types of work that it is clearly impossible to deal with
the whole of it in any single conference. The supervisor in his visita-
tion will need to select certain phases of the work for his special stu-
dy at certain periods. This will carry over into his conference work and
his conferences will deal with specific situations. For example the supervisor may be studying the general plan of classroom procedure that is used by his teachers, while he is investigating this special phase of the work his conferences will naturally deal with that specific thing. If the supervisor should be engaged in a study of the questioning methods of his teachers then his conferences would deal with that special subject. The study of methods and of technique would all come under consideration at certain times and when such would be the case then the conferences would deal with the specific situations. The very nature of the work and the extent of the field makes it absolutely necessary that the conferences be adapted to specific situations; in the interest of efficiency it could not be otherwise.

This is even true in situations where supervision is placed on the service basis almost completely, and the bulk of the work is being done in answer to the calls from the teacher. Teachers will ask for help in specific cases and the conference will need to deal with the specific situation in hand. However the nature of the situation or the material involved, will often times determine the degree of definiteness necessary in the conference. Barr and Burton say:

"There are situations which call for definite directions to all teachers, plus the tactful but firm request that the suggestions be carried out as given and at the time designated. Upon other occasions the broadest freedom should be allowed for all teachers to work out their own ideas. The supervisor must develop skill in recognizing which treatment is demanded."

The conference must be preceded by definite preparation. The supervisor ought to make it a rule never to have a conference upon any teaching sit-

uution, without having first made careful preparation for the same. The constructive criticism of teaching is so important and so difficult that this is necessary. The supervisor will need to have in mind the facts in the case, the conditions contributing to these facts and a plan of procedure. The supervisor will need to have thought his way through the problem that will come before him and be prepared with some constructive suggestions. It would be wise for the supervisor to commend the teacher in every case where commendation is possible, and to select from the teacher's weaknesses a few points for emphasis, and offer to the teacher some constructive plans that will help in the matter of overcoming these weaknesses. No teacher cares to have all of his weaknesses called to his attention at one time, nor does he care to have a supervisor relate them unless the supervisor is able to offer him a suggestion at least as to how these weaknesses might be overcome. Here again the disposition and characteristics of the teacher ought to help the supervisor in his plan of procedure.

The supervisor should secure rather definite data concerning the matter that is under consideration in the conference. The supervisor will not be able to rely on his memory, because the many different classrooms which he visits will prove to be very confusing to him and when the time comes for the conference he will have forgotten many things that were vital to the teaching situation. Then to he may need the record of his visitation to convince the teacher that certain things happened in the conduct of the class. The supervisor must have some form of objective record which will enable him to gather the data needed. He may make these records while in the classroom if this can be done without undue embarrassment.
to the teacher, but in general these records should be made immediately following the classroom visit. These records may take many different forms. They may be very elaborate or they may be brief, they may be of the check-list, or items-to-observe variety, or they may involve the writing of more detailed paragraphs. Perhaps the most important thing is that some such record be kept in which the facts observed be set forth briefly, clearly, and concisely.

The conference must be able to maintain a constructive technique of criticism. The real problem of supervision centers about this special situation. If supervision were only a matter of commending teachers for the work they do it would not involve us in many problems, but this is not the case because criticism must often be given and then the difficulties begin. It is a real task for the supervisor to overcome the teachers fear of unfavorable criticism.

The following suggestions are offered in dealing with the matter of criticism. Criticism must first of all be encouraging. It must not kill the spirit or the courage of the teacher to whom it is given. A friendly atmosphere is a necessity. The supervisor must have a sympathetic and tactful attitude and at the same time a scientific point of view. The supervisor will need also to be very patient and not forgetful of the demands upon the teacher, and must be willing to move very slowly in some of his work.

A second point is that criticism should be constructive and forward-looking. In general, it is poor policy to tear down unless we have some-

thing better to suggest. There may be occasions when only negative criticism is allowable, but such cases are not very evident. The criticism that a supervisor offers should be constructive in character and of such a nature that it will help the teacher to grow in the teaching profession.

A third thing is that criticism may be adverse and severe. There are times when severe criticism is really necessary. If the teacher is too lazy to work, that teacher should be told to go to work or get out. The teacher that will not work with other teachers may need to be severely criticized and perhaps discharged. There are a great many possible situations in which adverse and severe criticism may be in order, and in such cases the supervisor must be able to deliver it in unmistakable terms.

A fourth thing is that criticism should lead to self-analysis and self-criticism. This is most desirable and a conference if properly handled would lead to progressive self-improvement.

Last of all criticism must be discriminating. Barr and Burton say:

"Criticism must be careful and discriminating, adapted to the time, place, situation, personality, and problem in hand. Few things a supervisor can do will so engender confidence as to make careful, exact statements concerning teaching techniques, citing as evidence specific occurrences and episodes of the classroom, and using well known, recognized standards of judgment."

The conference should be professional in character. By this I mean that the conference between the supervisor and the teacher should be of a professional nature. The teacher has her problems which she ideally would bring to the supervisor. The supervisor should be an individual.

trained and skillful, able to diagnose the situation and able to prescribe some constructive, remedial treatment. The teacher and supervisor together making the diagnosis and the teacher going back to put into practice the suggestions for improvement. Such a situation that I suggest will not be possible until the supervisor can demonstrate true worth by success and efficiency. Supervision will however take on the professional attitude when the supervisors can present unquestioned evidence of the worth and success of their work, and to that extent their suggestions and advice will be received as the utterances of professional experts.

There is one other subject which perhaps needs to be mentioned in connection with the general policy governing conferences, and that is that the conference must show results in the increased efficiency of the teachers. This is only a summing up of all that has been said before concerning the conferences. The aim of supervision is the improvement of the teacher and the conference is one of the important means of supervision and consequently it must increase the efficiency of the teacher. Unless the conferences can show increased efficiency on the part of the teachers in their school work they are not making their full contribution to the work of supervision.

The points regarding conferences may well be summarized in this brief concise form as presented by W.H. Burton in his volume, "Supervision and the Improvement of Teaching", 1

The Consultation with the Teacher.

1. During the observation and consultation the supervisor must preserve

the impersonal, objective, scientific attitude. (suspended judgment and open-mindedness).

(a). Compliment what is good, giving reasons why. Give credit for ideas that are new. (Recognition of work well done makes adverse criticism easier when it is necessary.

(b). Discuss all errors and corrections on impersonal, scientific grounds. Dispose of errors by giving pedagogical and psychological arguments and by supplying the correct procedure. Avoid use of "I" and "You".

(c). Correct one error at a time. Differentiate between errors of routine and the more important ones of teaching procedure, or professional attitude.

(d). When a teacher persists in a procedure that is clearly wrong, the supervisor must insist tactfully but none the less firmly that the correct procedure be given full and fair trial.

2. While the impersonal attitude must prevail in viewing and discussing the teacher's work, there should be a kindly tact and sympathy manifested which will assist in putting the teacher at ease and in furthering the purposes of the consultation.

(a). The supervisor must expect to win the confidence and cooperation of his teachers much as the teacher wins the same thing from the children.

3. The supervisor must distinguish between his functions as a judge and rater of teaching, and as an assistant in better teaching.

4. In making final judgments and important recommendations, apart from the every day consultation, there must be a careful balance of the scientific and the personal factors.

(a). The politics, religion, "temperamental reactions", etc., of either
teacher or supervisor are not legitimate elements in supervisory or administrative discussions.

(b). Specifically, this means that a teacher should not be condemned for other things than pedagogical faults. On the other hand, she should not be tolerated in the system, when she cannot or will not adopt herself to recognized and clearly demonstrable pedagogical procedures.

5. The consultations, except on very minor points, should not take place in the presence of the pupils.

(a). Whenever possible they should not take place immediately, but after supervisor and teacher have had a chance to think over the details.

(b). The consultation should be unhurried, should come at a time when both parties are free and not tired.

(c). It should be in the nature of a give and take discussion, and not a monologue by either party.
PART II. SUPERVISION IN RELIGIOUS EDUCATION.
CHAPTER VI. THE SUPERVISOR AND HIS WORK IN THE FIELD OF RELIGIOUS EDUCATION.
In the second part of this paper the specific subject of religious education will be under discussion. But it must be understood that religious education and general education are after all only parts of that greater experience of life called education. Religious education is related to all other education just as all education is related to religious education. John Elbert Stout in speaking of religious education says,

"Religious education should be regarded as an integral part of all education. It therefore has two outstanding purposes: (1) To assist the public school to achieve its aims more completely by making effective the religious motive in life, and (2) to achieve certain aims peculiar to the functions of religion and the Church."

Thus religious education not only assists in the great program of education, but it also makes its own special contribution to humanity that no other scheme of education can make.

There are many contributions that religious education makes, but space will only permit the presentation of three contributions. These three are contributions of such a nature that the public school cannot make them. The first contribution of religious education is that it gives to the individual a Christian view of the world. Basic to a Christian view of the world is the belief in a personal and an ethical God. This conception religious education and the Church can give to the child, but the public

school or the state can never give this view, because the state can teach only secular subjects. ¹

A second contribution which the Church and religious education makes to character building is a religious person as the goal of moral endeavor. This person the Christian has in Jesus, the Christ. The state can not provide this religious person, but the Church can. ²

The third contribution which religious education and the Church can make to character building is the analysis and criticism of current morality. The public school cannot act as a critic of the approved morality of the time. The public school can disseminate the selected social standard, but it is too sensitive to the popular will to be depended upon as a critic and prophetic crusader. The Church and schools of religious education can act as reform agents, but the public school must always follow the popular will. ³

Definitions. At the very beginning it will be necessary to define certain terms. Much misunderstanding and opposition is a result of the confusion that often times exists in the use of terms. First then, what is religious education? According to Professor Earl Marlatt,

"Religious education is the application of sound psychological, pedagogical, sociological, ethical, metaphysical and theological principles to the production of character; the conversion of desires into values, or the process by which desires are so deepened as to yield higher values; the introduction of God into experience in such a way as to develop ideals, ethical conduct and persons." ⁴

1. Athearn, W.S., "Character Building in a Democracy".
2. Athearn, W.S., "Character Building in a Democracy".
3. Ibid.
4. Marlatt, Earl, Class Room Notes, Course in Principles of Moral and religious education.
Reverend George A. Gordon in a sermon preached in the Old South Congregational Church of Boston in speaking of religious education gave the following definition:

"Religious education is going to the moral and spiritual experience of the race at its best, for illumination on the meaning of life and consolation for the seeming inconsistencies of it".¹

In the past religious education has been largely a matter of evangelism, but the more recent conception is that religious education is a developing process of life. With this in mind Mr. W. C. Barclay defines religious education as follows:

"Religious education is the continuous reconstituting of experience under the influence of Christian ideals and motives:--- This, it will be immediately recognized, is a very different process from the exclusive study of lessons, courses, and text-books as a means of religious education".²

The definitions given are splendid statements of the meaning of religious education but perhaps a brief, simple definition would suit our purpose better and I shall attempt to define religious education as the producing of such changes in the life and conduct of the individual so that the result will be the development of a Christian character.

The second term that needs to be defined is the term supervision. What is supervision in religious education? Wade Crawford Barclay,³ in a recent volume says,

"In simplest general terms supervision means the oversight and direction of the work of the school. By supervision as an agency of training is meant the use of direct personal oversight, conferences, and guidance as a means of stimulating teacher development in attitudes, knowledge, and skills. Necessarily,

1. Gordon, Geo. A., Sermon on "Religious Education".
supervision concerns itself with the improvement of teachers in service.

In supervision in religious education as in general education we find many different views expressed. By some writers supervision is nothing more than mere administration, and is concerned primarily with the physical organization of the school. The recent writers such as Barclay, Stout and others are seeing in supervision a method for the improvement of the teaching function. Therefore a better definition of supervision in religious education will need to take account of this new outlook. With this in mind the following definition has been formulated, supervision has to do with the improvement of the teaching act, and the improvement of the teacher, but its final aim is the improvement of the pupil, therefore it must ultimately give much attention to the directing and promoting of pupil activity.¹

The third term that needs to be defined is that of supervisor. This may be simply stated as the name for the person who is responsible for the program of supervision. In other words the supervisor is in charge of the supervision. The work of the supervisor is to study the school, the teachers and the pupils, and to discover what results are desirable in each part of the school and how these results can be secured, and also to help each worker to accomplish his or her part in getting these results.

The educational program of the Church. There are so many different aspects of the educational work of the Church that it will be necessary to distinguish and separate the ones with which supervision is most

¹ Coe, George A., "Religious Education and General Education" Religious Education: Vol.12. In this article Doctor Coe states the possibility of Supervision in religious education and stresses the need for better trained supervisors.
concerned.

The first educational item in the program of the Church is the Sunday session of the Sunday School. This Sunday session is sometimes called the Sunday School, and sometimes the Bible School. In view of the fact that some distinctive name for the Sunday session is necessary, I shall call it the Sunday Session of the Church School.

The second item in the educational program of the Church is the Week Day Church School. This is very different from the Sunday session of the Church School. The Week Day Church School:

1. Is conducted on regular school days.
2. Its term is coextensive with the public school.
3. Its pupils are dismissed from public school time by request of the parent.
4. Its sessions may be conducted in Church or public school buildings or elsewhere.
5. It is financed by the Church or cooperating Churches.
6. It employs professional teaching and supervising leadership.
7. Its authority is derived from the American home and therefore its future rests on the home.
8. It usually functions through a council of religious education. 1

There are four main types of Week Day Church Schools. The first is the pure community type, where the organization is wholly on a community basis without any regard for Church or Denomination. The second is the Inter-denominational community type, where the denominations working together establish the community schools. The third is the cooperating denominational

type, where the different denominations cooperate yet each one establishes its own schools for its own constituency. The fourth is the cooperating Church type or the local Church plan.¹

The third item on the educational program of the Church is the Vacation Church School. This school receives its name because it is conducted during the vacation period. For a period of five or six weeks during the vacation period the child is given instruction in Christian living. This is a splendid educational opportunity, because the vacation session of the Church School lends itself to cooperative effort in organization, administration, content and method.² The primary objective of the Vacation Church School is learning to live the Christian life through pupil participation in Christian living. The program therefore aims to provide such a body of knowledge, to mold such attitudes, to build such ideals, and to form such habits that the motivating power of every life may become the will of God our Father, as expressed in the living example of Jesus Christ.³

There are two other items in the educational program of the Church that may be mentioned but since they have no direct bearing on the problem of supervision in religious education they need not be elaborated upon. I refer to the Leadership Training School of the Church or the community and to any other cooperative educational program in which all of the Churches in the community unite.

What are the required characteristics of a supervisor of religious education? Supervision is always very closely related to the supervisor, so much so that one can usually state rather definitely that the success or failure of a program of supervision is dependent upon the personality of the supervisor. This is especially true in the field of religious education because the program is wholly without authority, a certain amount of which is present in a public school system of supervision. The supervisor in religious education must be able to supervise because of his superior knowledge and training, and because of his personality rather than because of his authority. Therefore it is well to attempt an investigation of the characteristics that are desirable in a supervisor of religious education.

The character of the supervisor must always be above reproach. If there is ever the least question that arises in the minds of the people concerning the honesty, trustworthiness or morality of the supervisor then his period of useful service in that special locality at least is at an end. The supervisor should be a Christian individual. No other person would be able to live the type of righteous life that is demanded. No individual could be the leader of a movement, established for the purpose of building Christian character and making habitual righteous conduct, and not himself be definitely related to the great fountain source of life and character, Jesus Christ himself.

Out of the Christian character of a supervisor there should grow a number of other rather special traits. For example the supervisor should be a sympathetic individual, he should be able to feel with and for any individual or group with whom he comes in contact.

This sympathetic attitude should develop and foster an attitude of tolerance. Tolerance is a virtue of which the supervisor should have a double portion. The one place in life where we are apt to be the most intolerant is in our thinking on religious or theological problems. The supervisor will need this attribute in dealing with the people of different religious beliefs, such as Catholic and Jew; in dealing with the different racial groups and also in dealing with the different cultural groups with which he will need to associate.

There is yet another characteristic that I think is very closely related to the ones that I have already named, and that is 'vision', (the ability to see and to see far). The supervisor must be something of a prophet in that he will look ahead and see the problems of the future and in this long look be able to see, in part at least, the answers for all of the difficulties and problems that may arise. The supervisor who has such a vision will be promoting a developing program. He will study the new developments in his work and plan for greater service and a finer efficiency.

The training qualifications of the supervisor are also very important. He must be as well educated and as well trained at least as the supervisor in the public school. Doctor Geo.A. Coe says: "The future supervisors of religious education, the authors, the editors and ultimately the teachers, must have at least as good a scientific, technical equipment, for their duties as the corresponding members of the "secular" school system". ¹

The supervisor in religious education should have at the very least a full college course with an A.B. degree or its equivalent. In addition to this cultural preparation he will need a few years of technical training.

This technical training will be in the field of Religious Education, Pedagogy, Psychology, History of Religion, Comparative Religions, Ethics, Philosophy, Law, Business Administration and other courses. Dean Walter S. Athearn in speaking of the supervisory officer in a community program of religious education says:

"This officer should have unquestioned Christian character, and large sympathies. He should believe in the people and be willing to endure hardships for the sake of the cause he represents. He should have a broad general education, a knowledge of community problems, sociology and psychology. In addition to this training, a community superintendent of religious education should have special training in the field of religion, Biblical history and literature, and an extended technical training in the field of religious education. Beyond this, he should have rare judgment, tact and executive ability."

A supervisor will also need to have business training and training in promotion work. The supervisor will also need to be a business administrator. He will need to maintain an office, keep files and records, write letters and reports and direct other workers and assistants. He will need to know business so that he can meet business men on their own ground, talk at least intelligently upon the subject and know something of the life and activity of a busy business man.

The supervisor will also need to be trained to be an executive. He will be an executive officer in his own field and as such will need to know how to proceed. He will have a great business under his direction and he must know how best to handle it.

The personal appearance of the supervisor is important. What sort of a first impression does he make? Can he meet people easily and on their own level? Does he have a pleasing voice and can he speak well? These

things may seem, at first hand, to be of very little importance, but they are very important in the final result, because they sometimes either make the supervisor a success or a failure.

The supervisor will need to be an inspiring individual. The spirit of the leader is a contagious spirit and if the supervisor is an inspiring person he will influence others so that they too will have the same inspiring attitude toward the cause of religious education. A supervisor should also be enthusiastic for his work. If he isn't he might just as well resign because no lukewarm supervisor of religious education will ever succeed. He will need a large measure of enthusiasm so that he can interest others in his work and in the second place so that he will be able to encourage his workers and assistants.

In these days of progress and achievement the supervisor must be a man of real progressive, forward looking activity. He will need to avoid the danger of getting into a rut, and of feeling satisfied with past achievements. He should be a progressive student of all work that is in any way related to his major interest. He should be especially alert to the progress in general education, as well as to the advances that are being made in religious education.

Another very important qualification of a good supervisor is that of cooperativeness. The supervisor must be able to cooperate with others or his work is handicapped from the very beginning. He must cooperate with his assistants, with his committees, with his council, with the Church, with the public school, and with other organizations and movements. In fact the supervisor should be able to cooperate with every group of social, welfare, and religious workers in his community.
There is another and final characteristic that I want to name in connection with the qualification of a supervisor, and that is the characteristic of sticking on even if the road is difficult and beset with discouragement. A supervisor will not be able to see the finest results in two years, but he will see better results in five years than he will see in one, but he will see even better results in ten years. A supervisor must keep at the task until he can feel assured in his own conscience that he has achieved something worthwhile.

The main divisions of the field of supervision in religious education.

From a study of the required characteristics of the supervisor it is logical to move to a discussion of the field of supervision. In the early stage of supervision in religious education in which we find ourselves at the present time it is very difficult to limit the field. In public school supervision certain limitations have been placed on the field which gives to supervision certain rather well defined activities. In religious education we are able to make use of the work that has been done in the public school field, but the proper adjustment needs to be made. The same statement of principles as related to the public schools will not serve as related to religious education unless the proper adaptation is made in application.

The first main division of the field of supervision in religious education is the direct improvement of classroom teaching. This is very important because the classroom work is the center of the school. It is here that the child is taught. The recitation is the vital point of contact between teacher and pupil, and hence the direct improvement of classroom teaching is very important. The supervisor entering upon a new field of
work will need to make a hasty survey of the situation confronting him. This being done he will turn his attention to that phase of supervision that is most needed and will yield the quickest results. This will usually be the supervision of classroom teaching. The needs will in part be manifest to him because of his first visitation. The teachers are usually untrained and they will be glad to receive his suggestions, unless they have had some unpleasant experiences with certain of the 'know it all' type of supervisors, who go into a school or into a system and try to make it over according to the pattern of their own plan in about two weeks time. The result being that they usually disrupt the school and then in a year or at the most two they move on to some other place. In general however it is true that the teachers need help and they are aware of their need and are willing to receive it, if given to them in the proper manner.

John E. Stout\(^1\) in speaking of the supervision of classroom work speaks of a number of points at which teachers need help. One of the first requisites of good teaching is clear, well defined aims. These aims must be realized through the work of the classroom. Here teachers need a great deal of assistance, because they need help in keeping these aims before them as definite objectives in their teaching. They will need also to keep in mind that each recitation will have certain definite immediate objectives in realizing one or more of the final objectives. Therefore Stout says,

"One function of supervision is to help the teacher to determine which of the aims should be emphasized in a particular recitation".\(^2\)

Teachers also need help in the choice and right use of methods in conducting the recitation. Stout lists three chief methods, each of which has its value. The telling or lecture method, the question method, and the topic method. Teachers need help in this connection but these are by no means all of the problems they face in the matter of the type and method of recitation that they should use. The whole field of recitation techniques is opened before the teacher. She must decide if the recitation shall be a drill lesson, an inductive or deductive lesson, an appreciation lesson, a problem-project lesson, a socialized lesson or some other type. Surely the teachers need immediate help in this connection in their classwork. It is evident also that teachers need help in assigning lessons and in directing pupils in their study. The assignment of the lesson in the field of religious education ought to be even more definite than the assignment in the public school field. This is true for two reasons at least, first because longer periods of time usually exist between the classes than in the public school, and second because the pupils have very little knowledge as to the method to pursue in the study of their lessons in the field of religious education. Supervised study classes are needed in religious education as well as in public education.

In the direct improvement of classroom teaching there is also great need for supervision in matters of discipline. Teachers will need a great deal of help along this special line. The supervisor will find that the problem of discipline will be a vital one in the classroom teaching in religious education. Teachers will need help in raising the standards of discipline for their classes and in maintaining these standards when

Furthermore, the supervisor will find that the teachers are usually very busy people. They are either engaged in teaching continuously or in some other occupation and teaching in the field of religious education because of their special interest in the work. These teachers in the main will not be able to attend schools of religious education, they will not be able to attend summer schools in any large degree. If they did plan to leave the schools in which they are teaching to take some special training the result would be very disastrous upon the local schools because the classes would be without teachers and there would be none to put in their place. Therefore if improvement is to take place at all it must take place while the teachers are in service. Therefore the supervisor will need to utilize every possible means to improve his teachers while they are in service. He will need to plan for adequate visitation and conferences, for teacher training classes, for observation of teaching, for demonstration teaching, for institutes, for lectures, for exhibits, for the direction of reading and study, for the use of bulletins, handbooks, bibliographies and other printed aids, and many other means of education that can be used with teachers in service. This is quite important because in the main at the present time all improvement that will be made among teachers because of supervision will be the improvement of teachers in service.

The second main division of the field of supervision in religious education is the selection of the curriculum and the organization of the materials of instruction. Curriculum material in religious education is very limited, and much of that which is advertised as curriculum material is very unsatisfactory. At the present time there are about five
main groups of lesson materials for religious education, they are the Chicago Constructive Series, the Beacon Series, The Scribners Lesson Series, the Christian Nurture Series, and the International Lesson Series. There are of course many other single courses or texts, but in the main the supervisor will need to select his curriculum material from these five major groups. The supervisor will need to select material that is pedagogically and psychologically suited to the individuals to be taught. He will need to select materials that will interest the different groups, that will be pupil centered as well as content or material centered, that will develop the right ideals in the minds of the pupils and express themselves in right conduct, that will give the desired fact materials, that will apply to the actual living experiences of the pupil, that will give the needed teachers helps and that will also supply the necessary materials of instruction. This is no easy task, yet the supervisor must face it at once, because in a school the most important thing after all is the material taught.

A third division of the field of supervision in religious education is the matter of the correlation of the entire body of curriculum material that the pupil will study. Unless there is the proper correlation there will be much repetition. In the Church School program the supervisor must attempt to correlate the materials of the Sunday Session, the Week Day Church School and the Vacation Church School with one another. These

will all need to be correlated as far as possible with the curriculum material of the public school. The problem of correlation is an important one and one that must be dealt with. The supervisor must think of this as one of his major tasks.¹

1. The importance and the trend of this whole matter of correlation is shown by the numerous recent articles by educators.


E. Morris Fergusson says of this book: "It is stimulating and fills a part of the serious gap in the Literature of Education, where the work of general teacher and that of religious teacher join".


A fourth field of the work of the supervisor is the task of the evaluation of the effectiveness of teaching. The supervisor will need to measure the results of the efforts of his teachers. This will mean the devising of tests and measurements that will test the knowledge of the pupil. ¹

Furthermore it will mean the formulation of such objective instruments as will measure interests, attitudes, ideals and conduct. It will also mean

¹ This is a partial list of the objective tests that are now standardized and available for use in religious education.

Biblical Knowledge Tests.
(1). Whitely Biblical Knowledge Tests.
   (b). New Testament Series, Two forms, Form A and B.
(2). Laycock Test of Biblical Information.
(3). Giles' Sunday School Examination A, Forms 1 and 2.
(4). Church School Examination Alpha, Forms 1 and 2.

Ethical Discrimination Tests.
(1). Brotemarkle's Comparison Test.
(2). Kohl's Ethical Discrimination Test.

Tests of Attitudes, Ideals, and Interest.
(1). Hart's Test of Social Attitudes and Interests.
(2). Hart's, Personal Assayer.
(4). Matthews, Personal Data Sheet.
   (a). For Pre-Adolescents.
   (b). For Adolescents.
(5). Woodworth's Personal Data Sheet.

Rating Scales.
For Rating Church School Teachers and Pupils.
(1). Drew Measurement Chart for Sunday School Teachers, Religious Education Magazine December 1921.

Other references
the constructing of scales for the rating of teachers and the construction of score cards for the self-rating of teachers. The effectiveness of teaching in the Church Schools will never be properly evaluated until we can develop tests that will be able to measure the pupils progress in all fields. This is no small task because the use of objective tests and measurements in the field of religious education is yet in its infancy.

The last division of the field of supervision in religious education that I will mention is that of the research and experimental study of the problems of teaching in the Church Schools. In the interest of progress, research and experimental work must go on. The supervisor is in a strategic position to carry on such experimentation and every supervisor ought to be doing some research and experimental work in the interest of progress.

The field of moral and religious education is filled with problems, which are waiting upon the efforts of the research and experimental workers of today for solution. Problems as to the best method of teaching religion, as evidence of the interest in this special field see:

how to develop character, how to train pupils to develop ideals and attitudes of right living, how to make our religious knowledge function in conduct, how to make our ethical knowledge control conduct, a study of the best curriculum material to train for Christian living, these and many more await the experimenter. Because of the numerous problems that are present in the matter of religious and moral training, it seems as if one of the major fields of endeavor for the supervisor of religious education might well be the matter of research and experimental work.
CHAPTER VII. THE PRINCIPLES AND THE PLANS FOR A PROGRAM OF SUPERVISION IN RELIGIOUS EDUCATION.
CHAPTER VII

THE PRINCIPLES AND THE PLANS FOR A PROGRAM OF SUPERVISION IN RELIGIOUS EDUCATION

A search for principles. There are certain fundamental principles which underlie all successful educational administration and supervision. These principles have not been the result of study or experimentation in the field of religious education, but they have been developed in the public school field. In this field a certain degree of standardization has already been reached. Therefore the public school becomes our best example and illustration of the achievement and possibility of supervision at our command. Of course a certain adjustment and adaptation will need to be made in the application of these principles, yet this adaptation is by no means as great as those who are somewhat opposed to scientific methods in religious education would have us believe. Adaptation will have to be made, but it can be easily made if we can have sensible people who are familiar with the principles underlying all successful supervision and who are willing and anxious that the teaching of religion should be at least as efficient as the teaching of arithmetic or Latin.¹ The report of the committee on Findings, that was appointed at the conference on "Week-day Religious Education" in 1922 had this rather significant statement in it concerning supervision.

"The problems of supervision in the school of religion are not essentially different from those in the general field of education. Skilled and efficient supervision is absolutely essential. The function of the supervisor is to cooperate with teachers while they are working out their tasks in improving the quality of their teaching and in developing a more adequate religious educational experience for the children".²

Mr. John E. Stout in an address on "Problems in Supervision", ¹ listed the following items as being sound principles of supervision:

(1). "Supervision must be systematic and consistent. A well defined supervisory policy must govern. Consistency in this relation is more than a jewel,—it is a life saver. It establishes confidence and insures steadiness. Teachers and pupils know what to expect and what is expected of them.

(2). "Criticism should be constructive. Teachers and pupils alike must learn what not to do and causes of failure must be pointed out. But their attention needs to be directed particularly to causes of success. The negative criticism not infrequently is interpreted as fault finding. The more one plays on an instrument out of tune the more discord is produced. The remedy is to tune up the instrument.

(3). "Help should be given when and where it is most needed. Weak spots in a school are like weak links in a chain, and like a chain it is finally judged by its weakness. Strengthen the weak spots and do it now.

(4). "Successful supervision allows the fullest possible measure of freedom and encourages initiative and originality. The personal factor is a most important consideration in an educational enterprise of any sort. Its purpose is to develop personality. In religious education this is particularly true. Supervision of teachers should result in an increased ability on their part to carry on their work unaided. They should become increasingly self reliant and have an increasing sense of personal responsibility for the results of their teaching. The results should be the same for pupils. They should become increasingly responsible for regularity, punctuality and self control. None of these results are possible unless both teachers and pupils are encouraged to achieve freedom in choice and execution through increasing ability, gained by practice in self-direction.

(5). "Matters of routine should be mechanized. Habit saves time and energy, makes skill possible and leaves workers free to direct attention to things which require conscious effort. Uniform ways of doing things which profitably can be mechanized should be insisted upon and persisted in until habits are established".

Wade Crawford Barclay in his book "Training for Leadership and Teaching" ²

suggests a number of principles that make for effective supervision. His list although very incomplete offers some very helpful suggestions. It is as follows:

(1). "Effective supervision has insight.
   a. It is necessary that the supervisor shall know the
technique of religious education as far as it has been
assuredly developed.
b. The insight of the supervisor makes it possible for
him to aid teachers in analyzing the results of their
own teaching.
c. The insight of the supervisor will enable him to
anticipate difficulties and to forestall acute situations.

(2). Effective supervision is constructive.
a. Supervision at its worst is little more than fault
finding. The wise supervisor is habitually positive
rather than negative in his comments and suggestions.
b. The effective supervisor's habitual mood is one of
optimism and good cheer.
c. In the present state of progress in teaching re-
ligion a marked degree of modesty is a becoming trait in
the supervisor.

(3). Effective supervision is cooperative.
a. The supervisor, if he is to render effective service,
may not think of himself or permit his teachers to think
of him as a boss.
b. The supervisor should not only have a knowledge of
principles but should be able to demonstrate the ap-
plication of principles in practice.
c. Cooperative supervision enhances rather than lessens
the teacher's sense of personal responsibility.
d. Where supervision manifests the spirit of cooperation
and possesses the qualities of insight and constructive
suggestion teachers will anticipate with eagerness the
visits of the supervisor to their classes".

An investigation into the field of supervision in religious education
reveals the same lack of well defined principles that was so evident in
public school education although a great deal of work has been done in
the field.¹ A study of the literature in the religious educational field

¹. Kelly, Robert L., "Suggestions for Standardization and Supervision",
McKibben, Frank M., "The Adm. and Supervision of Week Day Religious
shows that very little has been done in the matter of formulating certain
definite principles. Supervision is a very definite process that has for
its task the improvement of teaching and the developing of pupil activity.
Certainly religious education is tremendously concerned with the im-
provement of teaching. Therefore I see no reason why the same general
principles of supervision that hold in the secular education are not also
fundamental principles in supervision in religious education, for in-
herently the learning processes are the same.

Some general principles of supervision for religious education. First
of all in religious education as in secular education one of the cardinal
principles is the principles of democracy. Supervision must be a democratic
process, and by that is meant a process or method arrived at and put into
practice upon the suggestion of all concerned in the work. It might be
possible to inaugurate a program of supervision in a Church School by the
arbitrary command of a pastor, director of religious education, or of the
supervisor, but it is highly improbable that such a program could be carried
out with any degree of satisfaction. Teachers would not submit to such
autocratic methods and if they did submit, it would be absolutely sure that
they would not be benefited by the supervision. On the other hand super-
vision could be begun in the Church School if the beginning were democratic
in nature. All persons concerned in the matter of supervision should be
called into conference. The matter should be thoroughly discussed, the real
aim of supervision should be made clear, the teachers, the department
superintendents or supervisors, the director of religious education, the
point of view of every person concerned should be considered, and out of
this conflict of opinions should come the program of supervision. It will
be a process of give and take, but when once the process is completed, and a plan of supervision arrived at, then we can be certain that the plan is a democratic one, and one that will be able to be put into practice. Since all concerned have participated in forming the plan, the plan henceforth becomes the plan of the group and not the plan of the supervisor.

After the plan is inaugurated the same principles of democracy should be practiced in the carrying forward of the work. The actual supervision should also be democratic. There may be times when the supervisor will need to arbitrarily demand that work be done in a certain way, but if the teacher questions it then she should always be given the opportunity to defend her method or to justify her conduct. The supervisor may learn some things from the teachers, at any rate the teachers will always know that they can be heard. By this process we might even come to the place where the supervisor would do the major part of the work of supervising upon the basis of the calls from teachers for assistance on specific problems. If educators in the religious field hope to accomplish anything by supervision it must be by the practice of the principle of democracy in their work.¹

Supervision must also be a cooperative undertaking. W.C. Barclay says:

"The supervisor if he is to render effective service, may not think of himself or permit his teachers to think of him as a boss".² The officers, teachers, and supervisors of a Church School are a group of co-workers, all working together to accomplish a common purpose, namely that the pupil may make the greatest progress in the Christian life. The supervisor is expected to be a leader among this group, and because of his training he

² Barclay, W.C., "Training for Leadership and Teaching", page 129.
should be able to give counsel by which others may profit. This matter of cooperation carries over into the work of demonstration. The supervisor will need not only to have a knowledge of the principles, but he will also need to be able to demonstrate the application of the principle into practice, because often times a teacher may understand a principle and yet not be able to carry over the theory into practice. This cooperative work of the supervisor should lead the teachers to a self analysis, so that they may discover their own successes or their own failures, because if they do this they will make more improvement than they will if their failure is pointed out to them by another. Cooperative supervision is the matter of cooperating with the teachers in such a way as to develop them to use the best methods in the finest possible way.

Supervision must manifest a definite religious insight. The technique of religious education is somewhat different from the technique in the public school field, and the supervisor must be aware of this difference. In religious education we are interested in the content and the factual material that we are teaching, but the greatest things in which we are interested are the ideas, attitudes, ideals and the conduct that will result from our teaching. The supervisor will need to know the technique of religious education as far as it has been assuredly developed. He will need to know the mind of the childhood and the youth of the Church School, and in his teaching he will need to apply the accepted laws of pedagogy and psychology. This knowledge will enable the supervisor to guide the

teachers in the actual work of teaching religion. The supervisor must know the sources of his material, the books that deal with moral and religious education, books on method and organization, and by constant study he will seek to enlarge his horizon and perfect his knowledge of method. By such insight into the work of teaching religion, the supervisor will be able to gain the respect of the teachers and thus be able to accomplish considerable results in the matter of training.

Supervision must be constructive. Supervision at its worst is little more than fault finding. Some supervisors call that supervision, but it has no value as a means of training. It is comparatively simple to go to a teacher and tell her that she is doing many things the wrong way in her teaching, but if this is all the supervisor does the result will be more harmful than good. The wise supervisor will seek for the things he can commend in his teachers and he will talk to them about the special bits of successful work they do. Thus by commendation, appreciation and constructive criticism he gains the good will and respect of his teachers. After he has gained the good will of the teachers then the supervisor can begin a more detailed and definite study of the work of the teacher. Then when the supervisor finds certain faults that he thinks should be remedied, he can take up the matter with the teachers because he has already won their respect. If he has some constructive criticism to offer the teachers will be ready to listen and will profit by his suggestions. The following quotation speaks of the matter of constructive criticism and supervision,

"It is not the purpose of the supervisor to supervise the work of the teacher in the sense of sitting in judgment upon it, much less spying upon them, but to inspire them to do their best, giving them the benefit of his superior training but at the same time giving them also the maximum amount of liberty in developing their own technique. They should understand that while the
Supervisor is their counselor they are at the same time not only permitted but expected to develop their own initiative, and that their ability to work out a particular situation successfully in their own way will be counted more to their credit than blindly to follow any set method or scheme which he may prescribe."

Supervision must be distinguished from administration. In religious education much that is more administration is misnamed supervision. One of the principles of supervision should be to keep clear the distinction between these two phases of work. Most of the books that have been written in the field of religious education have failed to make this distinction, they have used the two terms interchangably. The administration of a Church School refers to the organization and is concerned chiefly with the physical factors of the school and the promotional activities. The supervision of a Church School is primarily concerned with the improvement of teaching, including such activities as classroom visitation, conferences, teacher training, testing and measuring, curriculum construction and work of this type all looking toward the improvement of the teaching act. The same person may have the two types of work to do in a Church School, in fact more often than not at the present time the administration and supervision work will need to be done by the same person, but even if that is the case the specific functions need to be kept separated. Administration promotes the organization and keeps the machinery running smoothly, while supervision trains the teachers and is concerned with the improvement of the teaching act.

The next principle is very closely related to the one we have just mentioned. It is that supervision must center upon the improvement of instruction. The distinguishing and differentiating thing in supervision 1. Barclay, W. O., Training for Leadership and Teaching, page 129.
is the fact that it is concerned with the improvement of instruction. The mere promoting of an organization and the directing of a general program of activity is not supervision. Supervision may include a great many types of work but they will all look toward the improvement of the teaching act. The ultimate aim of supervision is to improve the teaching function of the school.

Supervision must be scientific. A haphazard, unscientific form of supervision will not give satisfactory results. In the public school field unscientific supervision would not be countenanced neither can it be permitted in the Church School. Supervision is not a matter of feeling; it is a matter of knowledge. It must be precise, accurate and in accord with the best educational policy of our day. The individuals who are responsible for the program need to be well trained and specially fitted for the work. They will need to be systematic and trained to use the newer and more objective means of observation and investigation. The objective tests and measurements that are available at the present time should be used. Such tests and measurements are very fragmentary at the present time but they are objective standards and thus are better measures than the tradition and pure speculation that we have used so long. In general education, where scientific study and experiment have prevailed much longer than in religious education, leading educators frankly confess that there are vast and unsolved problems before them. The situation is even more tentative in religious education. This work is yet in the experimental stage but be that as it may the work is scientific, and the supervisor of today will need to be scientific in his work.

The last principle that I shall speak of is the principle that supervision
must be a clearly defined, definitely organized program. Promiscuous and haphazard supervision will never accomplish the results that a well thought out, clearly defined program will accomplish. This program will be a developing and expanding one but it will be definitely planned at each step in its development. This is important enough to be stated as a principle to govern all of our Church School supervision, that no matter what stage of development the supervision may be in it should always be clearly defined and definitely organized.

The necessity for having a plan of supervision. It is one of the best ways to insure the accomplishment of work. It is a general principle and is accepted by most of the workers in the field. The work of a supervisor is so varied, and so new that unless a definite program is followed there is a great danger that the supervisor will dissipate his energies and accomplish very little. The supervisor who works without a plan of supervision is apt to give entirely too much time to details and to matters of little consequence with the result that only a small amount of work is accomplished. The supervisor should formulate a plan and then in the main adhere to that plan. The supervisor will need to plan to do certain major types of work at certain periods. Perhaps a certain piece of work this year and then a certain piece next year. The work at a certain time may center entirely around the problem of the training of the teacher. At another time it may deal with the worship program of the school, while yet at another time it may deal with the matter of curriculum, and so on, each period of time having its special type of work for study and investigation. I do not mean that the supervisor will do nothing but the major phase of work that is before him at any one time,
because such a practice would be impossible, but I do mean that while he
is doing the general work that is so necessary he will also be following
out a larger and more comprehensive plan of supervision which he may
set before himself as a goal.

A plan of supervision will do away with much waste effort and avoids a lot
of repetition. The supervisor who has a plan of supervision will be studying
certain major problems throughout his school or schools at a certain time.
For example he may be studying the way that the teachers conduct the lessons.
In this investigation he may find that certain of the teachers are weak on
the methods of question asking. He may discover that they do not know the
principles nor the technique of asking questions. He may discover that this
group of teachers should read certain books on the subject, and many other
things that the teachers may have in common concerning the mere matter of
questioning in a class period. Now with such a situation the supervisor
could save a great amount of time and no end of repetition if he would
take all of the teachers thus in need and in a teacher's meeting discuss
the subject of the question and answer method of recitation. In a group
meeting of this sort some of the common problems could be dealt with in a
very adequate fashion. In short, every main item could be handled in much
the same way. The use of the story, the method of lesson assignment, super-
vised study, the use of the appreciation lesson and many other phases of
teaching could be dealt with in the same way. This would save a great
amount of effort and avoid a lot of repetition. This would not be possible
if the supervision was without a plan, but when a definitely planned
program is promoted then this group conference work is possible.

A plan of supervision will help to center responsibility. The supervisor
will need to have certain assistants. They may be teachers who are specially trained, or they may be department heads. At any rate under a plan of supervision the supervisor would need to delegate certain of his tasks to assistants. The assistant supervisors should be definitely responsible for the work that they are given to do. It is also true that under a real plan of supervision the supervisor should be able to discover the able teachers. It may be that certain teachers would be so skillful in certain phases of the work that they could be made responsible for that special item of work. The wise supervisor will pick out such a teacher and give to him or her such definite responsibility in the work of supervision as they may be able to carry.

A definite plan of supervision will help to unify the work of the entire educational process. It will help to bring about first of all a unification of purpose. Every department of the Church School and all of the organizations connected with it have the same general purpose, that of training the individual to examine and measure his life so as to enable him to live upon the very highest possible plane. In other words to enable him to live a life as Christ like as it is possible for him to do. The different departments and the different organizations may each have a different emphasis, and rightly so, but they all should have the same general purpose. Under a program of supervision the unification of purpose that is so desirable could be brought about. If organizations are working at cross purposes very little constructive work will be accomplished, but if there is unity of purpose then good will be the result even though a half dozen organizations are working at the task.

Not only will supervision unify the purpose of the educational work but
it will also help to unify the processes by which the educational work is carried on. A very careful grading and age grouping is necessary to do efficient work in the Church School and in the organizations related to it. One of the tasks of the supervisory organization is the formulating of a scheme of grading and grouping that will be educationally sound. Supervision of instruction should also result from a definite plan of supervision. Every plan of supervision must have as its central thought the improving of the teaching act. This will mean class visitation and conferences, training of teachers, study of methods, study of curriculum and many other things. A plan of supervision will be concerned with instruction of the related organizations as well as of the Church School instruction and consequently this work will in a very real way unify the instruction of the Church School and allied organizations. If there is no plan of supervision then there is apt to be very little relation between the instruction, worship, recreation and service in a religious educational program. However these phases of the Church School life ought to be very closely related. If there is a plan of supervision, with a certain individual or individuals who have as their task the supervision of grading instruction, worship, recreation, and service then there will be a unity throughout the whole program not only of purpose but also of educational processes. Without a plan the unification of the work would not be possible, because it is only when we definitely plan to study and to supervise certain phases of the work that we see the relationship that exists between the different parts of the whole, and a unification is only possible after we see the relationships.

A plan of supervision does another very important thing, it compels the supervisor to formulate certain general and specific aims. In supervision
there are always many things that need to be done, so many in fact that
the wise supervisor will know at once that he cannot accomplish them all
at once or in any given time. The program of supervision will need to be
developing program covering a great many years. But because it is such
a long program is no reason why the supervisor should not begin it, and
then work year by year toward the accomplishment of the goal set. To do
this the supervisor and the staff will need to formulate certain general
aims. These general aims will be the major objectives toward which they
will work, in working toward the major objectives a great many specific
aims and objectives will need to be brought into use. These aims may not
be realized quickly, they may need to be worked upon for six months, one
year, two years, or even five years, but the supervisor knows that if he is
going to make any progress in his work he will need to formulate certain
general aims toward which he will be continually moving. For example the
supervisor might decide that the general aim of supervision for the year
should be the integration of the entire Church School program. This
could be the general aim, but in accomplishing it a great many specific aims
would need to be called into use. The supervisor would need to specifically
study each organization, its aims, its purposes and its methods. The
leadership of the organizations would need to be studied very carefully.
The persons in the membership of the organizations would need to be studied very carefully, these and many other specific problems would need
to be dealt with before the general aim could be realized. Or again the
supervisor might make the improvement of the teachers instruction the
general aim for a certain period. This is perhaps the most important
phase in all supervision. In doing this a great many specific aims or
plans would need to be brought into use. The supervisor would need to carry on a program of classroom visitation and conferences. The teachers would need to be studied and perhaps rated. The curriculum would need to be carefully studied, and together with these a rather careful study of the results of the work of the teacher upon the child would need to be made. Therefore if the supervision is to be systematic and constructive a very definite plan will be necessary, and such a plan will necessitate the formulating of certain general and specific aims that may perhaps require a great many years to accomplish. However if supervision is to be adequate it must do that very thing.
CHAPTER VIII. THE SUPERVISION OF RELIGIOUS EDUCATION BY MEANS OF CLASSROOM VISITATION.
CHAPTER VIII
THE CLASSROOM VISITATION

A study of the few books that deal with the subject of supervision of religious education reveals the fact that classroom visitation is not being emphasized as a means of supervision. In secular education classroom visitation is an important phase of the whole program of supervision, and this is perhaps true in religious education in spite of the fact that the writers in this field have not generally emphasized it as such. In fairness however it must be said that the more recent articles that are being written on the subject of supervision in religious education are placing more stress upon classroom visitation. W.C. Barclay in his presentation of the Methods of Supervision lists the following means; by the use of Teachers' efficiency scale; by the observation of teaching by which he means classroom visitation, but he devotes only twelve lines to the entire subject; by the means of personal conference; by the means of departmental conferences; by the means of demonstration teaching; by the use of the exhibit and by the direction of the reading of the teachers. John Elbert Stout in his book "The Organization and Administration of Religious Education" groups the methods of supervision

1. As evidence of this fact see the following sources:
   Barr and Burton, "The Supervision of Instruction" page 142.
   Nutt, H.W., "The Supervision of Instruction" p. 199.
   Maxwell, C.R., "The Observation of Teaching", page 12.
   Wagner, Charles A., "Common Sense in School Supervision".

around three means, first demonstration teaching or demonstration lessons. Evidently he means some form of classroom visitation by this because he says, "These bring the supervisor in direct contact with the teachers. He observes them at work either in directing study or in conducting recitations." However only fourteen lines are devoted to the entire subject. The second and third methods that he suggests are; written directions and suggestions, and teachers' meetings. In "Religious Education", for June 1922, Professor Stout writing upon the subject of supervision has this to say concerning the selection and use of methods and devices,

"The insistent question which the supervisor constantly faces is, How can I direct all the forces of the school to the best advantages? The means to be used are of course determined by the nature of the task of supervision itself. Stated negatively, let it be said that it can not be done by sitting in the office—it isn't a sitting job. The situation demands active participation.

1. Direct, constant contact with the activities of the school is essential. Frequent visitation is therefore necessary. This of course consumes time, but to an efficient supervisor the only excuse that time has for existing is to be wisely consumed. Visitation offers opportunity for demonstration work, but this method has to be used wisely and even sparingly.

2. Individual and group conferences are highly useful. They afford close range contact and give opportunity for securing mutual understandings. The former provide for the personal needs of teachers. The latter serve to broaden the outlook of teachers and secure unity in the work of the school.

3. Teachers' meetings constitute one of the most effective means of supervision, if properly conceived and conducted. As distinguished from a conference, a teachers' meeting is more formal in the sense that a program is prepared in advance and carried out in accordance with a definite plan. The fact that teachers' meetings are proverbial time wasters does not alter the fact that they may be made one of the most effective agencies in supervision.

4. Written suggestions and direction should be used more than is usually done. This method can in no case take the place of the


other methods enumerated. It is, however, necessary to supplement them. Certain advantages are inherent in this method among which are that it saves the teachers' time, compels clear, explicit statements of suggestions and directions, and in written form they serve more or less as permanent guides.

Some difficulties of supervision in religious education. One of the first difficulties is the nonpedagogical view of religious instruction that is so often held. People quite generally are not accustomed to think of religious education in the same way that they think of education of other kinds. They are ready to admit that every boy and girl should be taught certain common bodies of knowledge, they are ready to admit that the individual should be taught a trade or a profession that will enable him to provide a livelihood for himself and family. But when it comes to religious or character education quite often it is said that these things can not be taught but must be caught, and therefore we do not have the same willingness to stress and emphasize pedagogical methods in religious education that we do in general education. People in general have come to realize that administrative and supervisory functions in public education are quite important, and are willing to bear the expenses of securing such supervision and of employing persons thoroughly trained to carry it on. However, in the field of religious education we find a very different situation. Only in a few cases are the Churches and religious educational institutions giving the proper recognition to the necessary systematic supervision. Only a few people understand with entire clearness that administrative and supervisory functions must be

performed in any successful educational enterprise. However much improvement is being made and with the Colleges throughout our country training men and women to be leaders in the work of religious education a change is imperative. Many Universities now have departments of religious education outstanding among them are Boston University School of Religious Education, Yale, Hartford, Columbia, Northwestern and many others. In 1927 a survey among American Colleges and Universities revealed the fact that one hundred and three Chairs or Professorships in religious education had been established at that time. It is also true that individual men are becoming more and more interested in moral and religious education and many outstanding men in education are engaging in researches and in studies along the lines of character development and religious education.

A second difficulty in this work is the fact that the field of endeavor is so new that there is not even a shadow of standardization. We cannot even agree in any detail as to just what we want religious education to accomplish and there is even less agreement upon the means and methods of this accomplishment. Consequently problems relating to supervision can be stated only in a general way and usually the answer to the problem must be in terms of a general principle. In the future it is very probable that a certain standardization of method of supervision will take place and when this standardization takes place in the field of religious education then many of the difficulties that we have at present will be overcome.

A third difficulty in connection with supervision in religious education is the great number of untrained teachers. An effective method of supervision is that of classroom visitation, but even classroom visitation will not be effective with untrained teachers. Untrained teachers will usually become very much excited when the supervisor comes into their room and their work will appear even poorer than it really is. Then too with the untrained teachers the supervisor would need to move very slowly in his program of the improvement of teaching or his teachers would not be able to follow him. Then if too great a burden is placed upon these untrained teachers they may become discouraged and give up teaching.

In the public school the teachers all have a certain amount of training, some more and some less, but in general all of our public school teachers can be spoken of as trained teachers. In the Church Schools in general the teachers are untrained. This is especially true of the teachers in the Sunday Sessions of the Church School. The teachers are faithful, interested in the work, and devoted to their task but not especially trained to teach. This makes effective classroom visitation very difficult.

A fourth difficulty that the supervisor will experience in the work in religious education is the lack of any real authority over either the teacher or the pupil. In the public school the situation is very different; in the first place the teacher is employed and is paid a salary, and in return certain things can be expected of the teacher, in the second place the teacher is definitely responsible to a principal or a superintendent, and in the third place if the teacher is not doing satisfactory work she can be discharged. The public school also has a great deal of authority over the pupils of the school, because of the law of compulsory school
attendance up to a certain age they can compel attendance at the school with a high degree of regularity. In the Church School the situation is quite different, the teachers are in the main volunteer teachers, serving without salary, and consequently without a very definite feeling of responsibility and the attendance of the pupils is optional with the pupil and consequently the attendance is largely governed by feeling, the whim, or the fancy of the individual at the time of the school session. This condition is likely to exist in the Church School, but it is no reason to refrain from all sorts of supervision. In fact, although it makes the supervision very difficult, it makes it more imperative. The authority that the supervisor will need to assert upon the teachers is the authority that will come when the supervisor conveys to the teacher the realization of the importance and the challenging aspects of the work of a religious teacher. The authority that the teacher will need to assert upon the pupil is the authority that comes from the proper motivation of the work and from the development of interest.

A last difficulty that I shall mention is the difficulty of giving any adequate supervision when the sessions are so far apart and when there are so many classes to supervise. The progress will necessarily be much slower in the the field of religious education than in the public school field because of this very thing. Take for example the Sunday Session of the Church School, at best there will be only fifty two sessions during the year, and the supervisor will not be able to visit but from one to three classes a Sunday. In most schools at present that are able to secure a supervisor there are thirty or more classes. Therefore at best the supervisor will only be able to visit each class about four or five times a
year, and perhaps not even so often. These problems make it very difficult to carry on a satisfactory program of supervision in religious education.

Visiting the teacher at work. Classroom visitation is an important phase of supervision, and because of its place in a beginning program of supervision it will be dealt with at some length. The subject will be presented under four heads, first, a general policy regarding the classroom visitation, second, records and reports concerning the visitation, third, special records and reports; and fourth, certain things that may be the outgrowth of the classroom visitation.

The supervisor will need to develop a general policy regarding the classroom visitation, and once having developed it the supervisor should carry it out. The attitude of the supervisor should be that of a helper, his work is that of assisting the teachers. He should be the one to help them in the study of their problems. He should counsel and guide them in their work. In short he should cooperate with the teachers in their work. He should be well trained and should know about the methods and techniques of teaching. He should know child psychology and also educational psychology and should know how to apply them to teaching. But with all that he must also know

1. A few places where this type of supervision is being carried out, and some articles that indicate what leaders are thinking about the matter of supervision in religious education.

   The Old South Congregational Church, Boston.
   Morgan Memorial Church of All Nations, Boston.
   Boston University School of Religious Education Demonstration School at Melrose, Mass.
   Vacation and Week-Day Church Schools of Cleveland, Ohio.
   Week-Day Church Schools of Dayton, Ohio.
that he is a friend and coworker with the teacher in the work of training
the youth in religious things. The supervisor is not merely a judge who
sits in judgment upon the work of a teacher. In Church School work where
there is any real dissatisfaction with supervision it is usually in
cases where the supervisor has done little more than to sit in judgment
on the work of the teacher, that is he is not really a supervisor but a
"Snoopervisor" as Barclay names him. The attitude of the supervisor must
be that he is more than a judge, that he is a constructive leader. A
constructive leader will criticize when criticism is necessary, but he
will not stop with mere criticism, but will continue until he has pointed
out clearly how the procedure could be improved and has helped the
teacher in changing the situation. The supervisor is not a high and mighty
chief who can command the teachers with an autocratic voice, but rather he
is the teachers' teacher. His authority must rest upon his superior
knowledge and not upon his superior position. If this is his attitude and
he possesses the qualities of insight and of constructive skill then his
supervision will be accepted and teachers will anticipate with eagerness
the visits of the supervisor to their class.

The question of the initial classroom visit is a question that should
be considered in connection with the general policy of classroom
visitation. When the Church School opens in September shall the supervisor
begin his work of visitation at once or shall he wait a month or so

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Klyer, Faye Huntington, "The Supervision of Student Teachers in Religious
Education", New York; Teachers College, Columbia University, 1925.
of Religious Education, July-Aug. 1925, Vol. 1
until the organization gets well-under way and is running smoothly? Some leaders in the work hold that it is unfair to the teacher to visit her class at the very beginning of the year. They usually say that the school has not settled down to business yet, the school is always much disturbed the first few weeks, the teachers and pupils may not know each other and then to say that it takes the teacher several weeks to get her class organized and working. Therefore they say that the supervisor should not begin the work of supervision until after the teacher has had a chance to get her work well started. There are others who hold that supervision should begin at once at the very beginning of the school. At whatever time the Church School begins its work then the supervisor should begin to supervise. This is perhaps true, and the supervisor will need to be permitted to visit classes at any time. However, at the beginning of the Church School in the fall the supervisor will need to remember that the teachers are working under difficulties, and his supervision should be of the nature of administration, he should help them get started, help them in the matter of securing their supplies and thus help them to get the work organized. The supervisor should try and see every teacher on the first day of the school. If the supervisor is wise enough he will see many things at this opening period that will help him in the future. The supervisor will thus have made one friendly and sympathetic contact with the teachers that will go a long way towards making his work a success. The supervisor may be able to correct certain trends or difficulties that will show themselves at the opening time, which if they were allowed to continue until the school would be well under way would be very difficult to change, and perhaps real harm might result because of them.
It is very difficult to say how many and how long the visits of the supervisor should be. This is altogether a matter of the special situation in hand. It will depend largely upon the teacher, the special piece of work that is under supervision at the time, and the time that the supervisor has available. It is safe to say that the supervisor should visit the teacher at work just as often as possible. This cannot however be arbitrarily settled, some teachers will require more supervision than others, then again the supervisor may be working upon a specific problem that will require the continuous visitation of one teacher for a great many times, all of which makes it very difficult to even formulate a principle concerning the number of visitations that are desirable. In the main it seems to be the best policy to visit the entire class period with each teacher, although there are some leaders who do not accept or follow this policy. If the supervisor just steps into a class for five or ten minutes and then steps into another and so on throughout the entire session of the school the chances are that he will not be able to do any satisfactory supervising. It will not be fair to the teacher, because it will take the teacher at least ten minutes to overcome her feeling of timidity and to once more get the interest of the pupils, furthermore you may see the teacher at the very poorest part of her whole mornings work. You may step into the class at the time that a story is being told, and the teacher may be a very poor story-teller, or again you may step into a room where the story is being told and find that the teacher is a splendid story teller, but this same teacher may be a flat failure as a questioner and as a leader of discussion. Therefore it is usually best to visit a recitation in its entirety rather than in

its parts. This will give a unity to the results and the supervisor can get a fairer estimate of the teachers ability because he will be able to see the strong points and the weak points. In Church School work where it is usually necessary to have review, story, questions and answers, discussion, appreciation, dramatics and many other forms of expression, all in the same lesson period, the supervisor can make a better appraisal of the teachers ability if he can visit for the entire period. Of course if at a certain period the supervisor would be studying only certain phases of the work such as discussion, or dramatics, then the supervisor could perhaps arrange to come to the classes just at the time that the class would be doing the thing which was being studied. But throughout the entire program the supervisor must realize that he is not a judge or an inspector, he is a teacher, a leader, a constructive builder and his business is to work with his teachers to the common end of improving the teaching act so that the boys and girls may receive better instruction. The task is a cooperative one.

With a realization of the cooperativeness of the task how should the supervisor enter the classroom? What should be his position in the classroom and how should he leave the room? Many supervisors fail short at this very point. They enter the class with a great show of importance, as much as to say, "now class take notice I the high and mighty supervisor have arrived". They seat themselves in the most prominent place in the classroom and when they leave the class they do so with the same flourish with which they came. Church School workers need not be surprised to find a real opposition to supervision where such a procedure is being practiced. The supervisor should enter the classroom as quietly as possible,
walk to a seat, preferably in the rear of the room, and if it is necessary for the supervisor to leave before the class period is over he should leave in the same quiet way in which he entered. When it is possible the supervisor should enter the classroom when the class is assembling. If not then let him enter with as little confusion as possible. At the present time a great many classrooms are so arranged that the supervisor can step in from a rear or side door and scarcely be noticed. There is no reason or logic that says that the supervisor should shout good morning to the teacher or convey his best wishes to the class, his work is to make it easier for the teacher not more difficult. The supervisor should take the least conspicuous place in the room. A chair or a desk at the side or the rear of the room near the door would be the best place for the supervisor to occupy. The position of the supervisor should be so inconspicuous that the class will become unaware of his presence. If the supervisor must leave the room before the class is over he should do it without saying a word and as quietly as possible, let him fold up his tent like a sensible supervisor and as silently steal away.

In connection with classroom visitation there is another problem that ought to be considered, and that is the problem as to whether or not the supervisor should ever interfere in the matter of the classroom procedure or ever step in and take the class out of the teacher’s hands. In public school work it is generally held to be unwise for a supervisor to interfere with the teacher’s plan of class procedure. Barr and Burton say:

2. Barr and Burton, "The Supervision of Instruction", p. 150.
that as a rule the supervisor should not step in and take a class unless asked to do so by the teacher. H. W. Nutt makes the statement even stronger by saying that only on rare occasions is the supervisor justified in stepping in and taking charge of the class. In supervision in religious education the same rule might well be applied and the statement made that as a rule it is very unwise for the supervisor to take a class away from a teacher. Even John Elbert Stout who seems to favor this plan of demonstration teaching, whereby the supervisor teaches the class and thus demonstrates to the teacher how it should be done, gives this word of caution, "This method has to be used very wisely and even sparingly in most instances. If resorted to frequently, it is apt to discredit the teacher in the eyes of the pupils."

The supervisor will need to devise some sort of a system of records and reports concerning the classroom visitation. Unless a record is kept the supervisor will never be able to know whether progress is being made or not. Therefore the supervisor should make notes and comments upon every recitation that he supervises. The supervisor will need these notes for the conferences that will follow, because he cannot depend upon his memory, and many times to convince the teacher he will need to have the information in black and white. In general it will not be possible for the supervisor to make the notes and comments upon the recitation while in the classroom. If the teacher sees that the supervisor is taking notes it oftentimes confuses her, and if any such embarrassment takes place then the supervisor should not attempt to make a record at that time. However just as soon as possible after the visit the supervisor

1. Nutt, H. W., "The Supervision of Instruction."
should make a record of the visit and make such comments as he thinks should be made. This should be done soon enough so that the details are yet clear in his mind.

In the matter of making the proper records and reports the use of a check list will be invaluable. In public school work many such lists have been compiled by workers in the field and have proved very helpful. In religious education the same thing could be done, and check lists could be devised for almost every phase of the work. The teacher's method and classroom procedure could be studied in this manner. Special check lists could be devised to study the teacher's use of questions, to study the story or dramatics as a means of teaching, to study the teacher's use of the different teaching techniques, in fact all phases could be treated in this same manner. It is true that at the present time very little of this sort of thing has been done in the field of religious education but there seems to be no reason why the use of check lists as devices for studying and recording the facts relative to religious education, may not be as useful in this field as they are in the field of general education.

The supervisor must write out his notes and comments, and then this information must be given to the teacher. Usually this can best be done through a conference, and the supervisor should plan for a conference very shortly after a visitation. It may be that the supervisor can give the written comments to the teacher at a time prior to the conference. This will give the teacher a chance to study the comments and it may prove helpful, in other cases it may not be wise to give this information to the teacher until the supervisor and teacher are in conference.
However the results of the supervisor's visit is given to the teacher it is true that the teacher should never be criticized before the members of the class, in fact the criticism is for the teacher alone and she alone should receive. The supervisor who does not bear this in mind is unmindful of the fact that his task is to cooperate with the teacher and to make her work easier.

At the present time very few of the necessary forms for adequate supervision in religious education have reached a point where they can be said to be standardized. But the field is open, and unlimited. There is possibility of building all sorts of forms and of record blanks, forms for a study of the teacher, teacher rating blanks, blanks for a study of the teaching method, blanks for a visitation record, blanks for a study of the curriculum, blanks for the rating of the worship service, blanks for special subject observation record, and many, many more, all of which if they could be devised would make a distinct contribution to supervision in the field of religious education.

There are two forms of special records and reports that warrant special mention. They are the special subject observation record and the teacher rating record. The supervisor may use the special subject observation record for his own study and also to give to his teachers for use when they observe other teachers. Landsittel in his, "Observation Record Book in the Study of Teaching", gives some very fine suggestions that could be utilized in the field of religious education. If a supervisor were studying the use of the story in religious education, a blank similar to the one that Mr. Landsittel gives under the topic, "The use
of the story in History Teaching, could be used, with of course the proper adjustments that would enable it to fit the needs of religious education. The blank is as follows:

General Topic: The Use of the Story in History Teaching.

Observation Problem: How may the history story be used most effectively in the teaching of history.

1. What common instincts and emotions seem to be the basis of the interest taken by pupils in the exercise witnessed?

2. Show how action and climax in the stories told in the exercise operate as factors producing interest.

3. What is the success of the teacher as regards making the story real?

4. Make note of evidences showing the effects of the personality and method of the teacher upon the interest of the pupils.

5. Point out specifically historical values appearing in the story material presented.

6. What moral effects seem manifest?

Does the teacher give way unduly to moralizing? If so, what seem to be the effects?

7. Point out factors in either subject-matter or method which seem to tend strongly toward giving pupils ideas or training that is socially useful.

The student who is making the observation is then asked to write out a brief summary of the observation, stating the things to imitate and the things to avoid, and to make a list of any questions that may have.

occured to him in connection with the observation.

The second special record blank is the teacher rating blank. W.O. Barclay gives a suggestive blank that can be used as an objective standard of measurement of the teacher's efficiency. In this form there is an attempt made to rate the personal characteristics of the teacher as well as the teaching practices of the teacher. The scale is as follows:

I. Personal characteristics.

1. Religious interest; moral earnestness; willingness to sacrifice time and effort; dependability; regularity of attendance and punctuality; positive religious experience.

2. Poise; peace; calm; self control; reserve; dignity; control and use of voice.

3. Personal interest in pupils; friendliness; sympathy; Christian love; spirit of cooperation.

4. Open mindedness; eagerness for truth (opposite - dogmatic, opinionated).

5. Fair; balance (opposite - plays favorites); frankness, truthfulness.

6. Cheerfulness; joy in service; pleasing manner (opposite - cold, repellent); enthusiasm; sense of humor; attractive personal appearance.

7. Patience; tolerance (opposite - scold; sarcastic); kindness, courtesy.

8. Decisiveness; courage; resourcefulness; initiative; tact.

9. Religious assurance; reality; sincerity.

10. Faith in pupils (opposite - suspicious, unwillingness to take pupils' word); loyalty.

II. Teaching practice.

1. Knowledge of pupil nature; of subject matter.
2. Ability to inspire interest.
4. Skill in organizing and presenting material.
5. Definiteness of aim and ability to realize aim.
6. Relating the lesson to teaching whole.
7. Proper emphasis on relative values.
8. Skill in questioning.
10. Skill and care in assignment.

The items in each classification are not of equal worth, yet in the interest of facility in use it is suggested that a score of five be regarded as perfect for each item, (Scoring them on the basis of one to five), a total perfect score being one hundred. Frank makes this statement concerning the scale; "Sympathetically and constructively used a scale will be found to be both a stimulus and a practical help to growth in personality and in practice".

Another score card that will be found highly useful in supervision in religious education is the one formulated by Prof. George H. Betts in his book "How to Teach Religion." There are two parallel lists, one of positive qualities and one of the opposite or negative qualities, each column or list including forty items. A scheme of scoring can be arranged for these items and they become a fair objective standard for the rating of the personal characteristics of the teachers. These and others

1. Betts, George H., "How to teach Religion" pp. 19-21
that are being developed by leaders in the field of religious education will become very valuable and useful instruments for the supervisor in the matter of evaluating the worth of a teacher.

In addition to the forms that are already available in the religious educational field for rating the teachers, there are numerous other forms in the public school field that would be found useful in the field of religious education also. Some little adjustment might be needed to make them satisfactory for use in the field of religious education, but some of them could be used to good advantage without any change. For example such instruments as the Boyce Card for rating teachers, Schutte Scale for rating teachers, the Rugg teacher-rating scale, G生成's "Code" or scheme of teacher rating, and others could be used in the field of religious education to a good advantage with very little or no change. Surely the supervisor in the field of religious education would be justified in using material that was developed in the public school field if by so doing the efficiency and usefulness of the Church School teachers can be increased.

Certain things that may be the outgrowth of the class room visitation. First of all the planning of a teacher's institute may be the result of a period of class room visitation. The supervisor may see that the teachers of the school need a certain type of help or information that can best be supplied by means of a teachers institute. Therefore it becomes his task to get in touch with the leaders of religious education in the community and plan an institute. This is not the place to discuss the teacher's institute as a means of supervision, further than to say that it is larger and more elaborately planned than an ordinary teachers' meeting and conference, also it is community wide and is cooperatively planned by the religious
leaders of the community, city or district. The institute should do two things, it should give instruction and encouragement to the teachers, and should give them specific help for the special problems of pedagogy. Much time should be given over to conferences and discussion and the teachers should have abundant time for participation. Institutes can be made much more valuable than they are at present and the supervisor is the individual who can do much to bring about this change.

A second thing that may develop from class room visitation will be a plan for demonstration teaching. The supervisor may discover a teacher who is very skillful in certain phases of the work, if so that teacher could demonstrate to the other teachers the part of the work in which she excels. The supervisor may wish to demonstrate a specific method and this can be done if the supervisor can select a class and then give the demonstration before the entire body of teachers. A definite place should be given by the supervisor to such demonstration teaching. Any demonstration teaching that weakens the teacher in the mind of the pupil should be avoided and the supervisor should be very careful that he does not make this mistake.

A third plan that may develop will be a plan of directed observation of teaching. Teachers will receive much help from observing a good teacher do her work. In every program of supervision provision should be made for the observation of teaching. The supervisor may have a teacher who is very weak in story-telling if so she should be sent to observe a teacher who is especially strong in story-telling. Another teacher may be a failure in the matter of bringing out discussion if so she should be sent to observe

a teacher who is very able in that special type of work. More
observation is not worth a great deal but where it is properly directed
and the observer knows what to look for it is a real help in supervision.

In the fourth place a plan of intervisititation may be of some benefit
to the teachers. They may see the application and practice of certain
methods that may be worth while to them in their work. Teachers of each
department could visit the class rooms of teachers of the same department
in different schools. The plan if properly carried forward could be very
helpful in a program of supervision.

A fifth thing that might result from a program of class visitation might
be the discovery of a person with highly specialized ability. Such a person
if discovered in the school should be urged to continue in training
and should be given specialized training if possible. A person may be found
who gives promise of becoming a very children's worker, that person should
be urged to take additional specialized training. The supervisor will
always need to be on the alert for such individuals and when discovered
they should be urged to continue training.

A sixth thing that will result from the class room visitation is the
promotion of special study courses, lectures, educational programs and
educational exhibits. These results are so evident that discussion is
almost unnecessary. In every system of supervision there will be teacher's
training courses, and special study courses. They are perhaps one of the
best means available for the improving of the teachers while in service.
Lectures, educational programs and educational exhibits are all helpful
means in supervision. An annual exhibit of the work of the school affords
opportunity for worthwhile conferences and contacts between supervisor
and teachers and parents and may be the basis for much future
constructive work.

A seventh thing is the direction of the teacher's reading. The supervisor may be able to do a great deal in the training of the teachers through personal direction of their reading. The teachers usually do not know the best books in their field and then too quite often they cannot afford to purchase the books. The supervisor will need to make available for the teachers the best books in the field of religious education through the public library and the workers' libraries in the local Church. He will also very definitely need to direct the reading of the teachers to the special chapters that pertain to their special work.

Finally the use of bulletins, handbooks, bibliographies, and other printed aids will all prove useful in a program of supervision. Mimeographed suggestions could be given to the teachers dealing with the general problems that all the teachers face and the problems pertaining to the general oversight of the school. Bibliographies could also be prepared in mimeographed form and given out to the teachers to encourage their reading along special lines. All of these means may be useful to the supervisor, who is trying to promote a constructive program of supervision.

1. Barr and Burton, "The Supervision of Instruction" p. 436
CHAPTER IX. THE CONFEERENCE AS A MEANS OF SUPERVISION.
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THE CONFERENCE AS A MEANS OF SUPERVISION

The real purpose of the conference. The information discovered by class room visitation is put to practical, constructive use in the conferences. In other words the conferences are the clearing houses for ideas. Here the opinions of supervisor, leaders and teachers are presented, and from these different opinions there is developed the ideas that govern the school. Therefore it is true that the best results will be obtained when the class room visitation is followed by a conference because the ideas that result from the conference is a combination of the thinking of a number of people. The conferences help us to discover the actual situations that exist in the school, and also to determine the program of improvement that shall be undertaken. The conference will have very definite objectives but they will be determined largely by the local situation and specific needs. Mr. Charles F. Boas Jr. in an article entitled "The Workers Conference" in the "International Journal of Religious Education", gives a number of general objectives of a conference.

They are as follows;

"To discover the actual situations in which our people live and to learn their most important problems. To discover how best to aid our pupils in living Christian lives in their actual situations. This is the equivalent of learning to know the world that the child experiences as his own in contrast to the world that adults experience, to define


exactly what we are trying to accomplish in the lives of our people in terms of Christian living. To study the present development of our pupils with a view to improving the grouping in departments and classes by readjustment. To determine how efficiently our present organization meets the needs of religiously educating our pupils; to plan needed adjustments.

To evaluate the lesson material now in use in our Church School in the light of our objectives and to make new selections where possible.

To determine the adaptation needed in our worship services in giving the pupils satisfactory worship experiences.

To evaluate the social and recreational activities of our department or Church School in the light of our pupil centered objectives with a view to improvement of our program.

To discover sound procedure to be allowed in guiding our pupils in living the Christian life.

To work out the actual teaching plans or procedures to be used for a period of time, as, for instance, the succeeding month.

To discover how the objectives may be used in unifying the work of the several agencies now organized for the religious education of our children.

To determine how the Christian spirit may be developed through cooperation in community projects.

To study the equipment needs of our school in the light of our religious education objectives with a view to providing adequately in this respect.

In addition to the objectives listed by Mr. Boss there would be a number of others that would need to be mentioned. To talk over with the teacher a recitation or class period which you visited. At this conference the supervisor may make certain suggestions for the teacher to try out, then a follow-up conference will be necessary to check up on the results and to find out if satisfactory results are being obtained. There will also be pre-teaching conferences and conferences of a more personal nature where the teacher will confer with the supervisor on such matters as how to deal with certain special problems of discipline, how to present certain facts to the pupils, what books to read, and problems of that nature.

Conferences make for unity and coordination of effort. They make it possible for the supervisor and the teachers to see the work as a whole,
and this enables them to see the relation of the part to the whole. The unity of the work will be evident when both supervisor and teachers realize that the work has one underlying aim and that is the training of the pupils to live Christian lives. Furthermore the conferences will foster a cooperative spirit and train the supervisor and teachers to work together. This is very essential because it is only by cooperation that some results can be obtained.

Then it must be remembered that conferences are educational forces in the program. If a constructive study of the specific problems of a Church School is engaged in at the conferences then they become real educational forces in the program. This is especially true when certain definite problems are outlined for discussion at each conference, assigned readings can be given out and at the following meeting reports can be given. Reviews of new books, the latest research finding, the results of experimentation and many other educational features can be presented in the conferences. Thus the conference if properly organized becomes very helpful in the matter of improving the teachers while in service.

The types of conferences. There are two general types of conferences, the group conference and the individual conference. Under these two groups every type of conference that the supervisor is concerned about can be adequately listed. The group conferences will include first of all the Board or Council Meeting. This will include the group of leaders who are definitely responsible for the entire educational program. Its work will be largely of a general nature and will deal primarily with the general plan and policy of the school. It will have a certain amount of administrative duties to perform. However such great questions as the

Church Schools training program for boys and girls, How to develop Christian character, The principles of Moral and Religious Education, The Week Day Church School, The Vacation Church School, The Problem of Correlation of the work of the Church School, New Methods in religious education, The use of scientific methods in religious education, these and many other questions of a similar nature concerned with the general policy of religious education will come before the Board or Council Meeting for discussion and consideration.

The teachers Meeting will be the meeting where all of the teachers meet to consider and discuss such problems of method and procedure that will be of interest to the entire group.

The departmental meetings will include only the teachers of a department. Their problems will be somewhat similar and the methods that they will need to study will be somewhat the same. In the departmental meetings the problems discussed will be much more specific than those studied in the teachers meetings.¹

The special teachers or committee meetings may be composed of the kindergarten teachers, the intermediate teachers, the teachers of the Adult classes or of any other special or limited group. It may be a committee appointed to study a certain method of teaching, or to investigate a new curriculum text book, or a committee appointed to do any special thing and then to report back to the larger group.

The individual conferences may in like manner be divided into four groups, the first one might be called the personal conference. The problem may be a purely personal one and the teacher may desire to talk about it.

over with the supervisor. If the right relationship exists between the supervisor and the teacher, the teacher should feel perfectly free to go to the supervisor with a personal problem. Conferences of the teacher's own seeking, to discuss some very specific situation may be classed as a personal conference.

A second type of individual conference will be the conference following a classroom visitation. Very shortly after a visitation, arrangements should be made for a conference with that teacher. This conference will deal with the results of the classroom visitation. The supervisor will give his report, including both commendation and specific recommendations. The teacher will be able to defend her action and to offer suggestions. Then from this conference will come suggestions for a remedial type of treatment.

A third type of individual conference will be what is called a follow up conference. The supervisor may suggest that the teacher try a certain method of teaching to relieve a specific situation, then after a period of time has elapsed the supervisor will plan another conference with this same person to see the results of the new method. It is a conference to follow up a plan or a suggestion given at a previous conference.

The fourth type of individual conference is the prospective teachers conference. It is exactly what the name indicates, a conference with a prospective teacher. The supervisor will need to have a conference with every person who is a prospective teacher, and in this conference he will strive to secure information that will help him to decide whether or not the person being interviewed would make a satisfactory teacher. This conference will also be a time when the supervisor can definitely state
to the prospective teacher the ideals and policy of the school. The supervisor can also state exactly what the school will expect of its teachers, this can best be done in a conference with a prospective teacher than with the same individual after the teaching duties have begun.

The general policy governing conferences. The first item in the general policy governing the promotion of conferences is the matter of an adequate time schedule arrangement. In Church School work because of the great number of volunteer workers this is much more difficult than in the public school. In the public school work you can plan the conference and insist on the attendance of every teacher, and they will be present because they think of it as a part of their regular duties. In the Church School work you can plan the conference and insist on the attendance of every teacher and perhaps fifty percent of the teachers will be present and the other fifty percent will fail to appear. The Church School teacher is usually a person who is engaged in some other work, and because of the demands of their regular work it is difficult for them to devote the proper amount of time to the Church School teaching. This is true of all of the teachers save the ones teaching in the Week Day Church Schools, here there are a good many full time teachers of religious education. In any well regulated Church School it will be necessary to have a teachers meeting at least once a month. It would be much more satisfactory to meet each week for study and conference. The supervisor will need to devise some sort of a time schedule for the group conferences that will be satisfactory to the greatest number. A satisfactory time and place must be

found for these conferences. In the matter of the individual conferences we face another problem that is quite difficult, due also to the volunteer teaching and the lack of time on the part of the teachers. The supervisor will need to arrange for certain hours for conference when it will be possible for the teachers to meet for conference and discussion of problems. The Church School supervisor might even arrange to go to the homes of the teachers for conference. Very shortly after the classroom visitation the supervisor should have a conference with that teacher, and the supervisor should arrange the time and place so that it will be satisfactory to the teacher. Just as with the group conference, so with the individual conferences the supervisor must find a satisfactory time and place. In addition to this the supervisor should have certain afternoons or evenings set aside when he would be able to confer with any teacher, or officer of the school who would come to him with their specific problems. If the right sort of a relationship had been established between supervisor and teachers it is quite likely that the teachers would be very grateful for this opportunity and would make good use of the period.

These conferences must be adapted to individual needs. This means that the supervisor must study the needs of his school and of his teachers, and plan the conferences to fill the needs. The workers conference, the teachers meeting, the department teachers meetings, and the special teachers meeting will all need to be planned to fill a need. For example the teachers of the childrens division will study psychology, methods of teaching and curriculum material that will be suitable for their own division. This is especially true in the conferences that follow classroom visitation, here surely there should be complete adaptation to indi-
individual needs, and yet often times the help given in such a conference is
so general that it is of little value. The supervisor must be able to
study the teacher and then with an understanding of the ability of the
teacher offer such help as will best suit the individual situation and the
teacher.

The conference must be adapted to specific situations. A conference
may deal with general situations or with a specific situation, both have
their place. The danger however is that the conference will be so general
that it will not offer the help that it ought to offer, therefore one
of the general policies governing the conferences should be that they
should be adopted to specific situations when necessary. For example
if a teacher should have a problem of discipline with a certain boy, a
problem that the teacher is apparently unable to handle, then the confer-
ence should be concerning this specific boy and the possible methods of
handling the situation, and not with the general problem of discipline.
Every conference that follows a classroom visitation should be a specific
conference. The fault that the supervisor finds with the work of a teacher
should be specific, just as the suggestions for improvement should be de-
finite and specific.

The conference must be preceded by definite preparation. Every confer-
ence should have a plan and a purpose, and the preparation for the confer-
ence should be of such a nature that the purpose will be achieved. This
may mean work and study on the part of the individual who is responsible
for the conference, but hard work and study is always the price of suc-
cess in any field. Every conference is a specific problem and must be
prepared for in a very definite manner. The group conferences should be
planned for at least a year in advance. A certain phase of the educational work of the Church may be considered for a period of twelve months, and then the next year some other phase and thus each year plan a developing program of conferences for the workers. One year it may be the problem of teacher training, another year it may be the problem of organization and administration, a third year it may be the matter of curriculum, and a fourth year it may be something else. The important thing is that it should be planned. The supervisor or someone else who is especially trained for the task should plan for every conference. Select the subject to be discussed, state the problems involved, select persons to open up the discussion, assign certain readings and call for reports on the readings, and in a definite way plan for the entire conference from the introduction to the conclusion. A general plan, the main features of which are in common use in a great many Church Schools is presented by Mr. Charles F. Boss in an article entitled the "Workers' Conference."

The plan is as follows:

1. The problem involved clearly stated.

2. The definite aim or goal in terms of the problem.

3. Statement of the information, or facts and the principles that need to be in possession of the group if the aim is to be reached.

4. Procedure for the conference hour, what questions or sub-problems are involved? How shall the class be stimulated to thinking about them and guided to successful conclusions?

5. Record the conclusions reached.

6. Determine how these conclusions should be used and make definite plans. These should be very specific, exact steps being determined con-

cretely.

7. Statement of problem and objective for the next meeting of the group.

Give individuals and committees definite assignments of reading and gathering needed information.

It is also true that the individual conference, the one dealing with a special problem, or the one following a class room visitation, or whatever it may be, should when possible be as definitely prepared for as is the group conference just described. The conference must be able to maintain a constructive technique of criticism. This is perhaps the most difficult task that the supervisor will be called upon to face. It is difficult yet it can be done. W.C. Barclay has an interesting paragraph in this connection, stating:

"Personal conference the wise supervisor will offer only constructive criticism. He will realize that little is to be gained by merely pointing out to a teacher the several weaknesses or the concrete faults of her teaching. A fault whether in personal attitude or in teaching procedure is most effectively remedied by substitution. The alert teacher in all probability is keenly conscious of her defects; if she is not, she is likely to be either discouraged or offended by having them pointed out. If she is worthy a place as a Christian teacher, she has a desire to become a better teacher, and she will be helped most by concrete, constructive suggestion.

The difficulty that the supervisor will experience in the work of offering the criticism of teaching is the fact that criticism is usually thought of as fault finding. Teachers are usually fearful of criticism because they think of it always as unfavorable. The supervisor should cultivate among his teachers the idea that he is not primarily a critic and a judge, but that he is a teacher of teachers, a worker, a cooperating worker engaged with them in a common task. Barr and Burton in dealing with

1. Barclay, W.C. "Training for Leadership in Teaching" pp. 138-139
2. Barr and Burton "The Supervision of Instruction" pp. 165-171
with the same subject in connection with public school supervision list
a number of principles that should be practiced in the use of criticism
with teachers. They are as follows;

"Criticism should be encouraging, criticism should be constructive
and forward-looking. Criticism may be adverse and severe. Criticism
should lead to self-analysis and self criticism, and criticism
must be discriminating."

These are important in public school work but they are equally as important
in religious education. The work in religious education ought not be any
less exacting than the work in the public school and every one of the
principles of criticism listed above are applicable to the field of re-
ligious education. If these principles of criticism were practiced by
the supervisors of religious education then it could be truly said that
the conferences were maintaining a constructive technique of criticism.

The conference must be professional in character. If a person is in need
of medical aid they consult a physician, if in some legal difficulty they
consult a lawyer, if in some spiritual difficulty they consult a clergy-
man. They do this because these different persons are professionally
trained to give them the exact help which they need. The supervisor
should also be a person professionally trained to assist teachers with
their numerous teaching problems. This will mean of course that the super-
visor will need to be a master in the theory and practice of religious
education. The supervisor will need to be so thoroughly trained that the
advice and suggestion that he may give in conferences will be accepted as
accurate professional advice. However the supervisor will need more than
the training, this is essential, but if the supervisor would gain pro-
fessional recognition he must do so by demonstrated success and efficiency.
The supervisor in religious education must be professional in another
sense and that is that whatever transpires in a conference with any of
the teachers will be regarded as confidential. The supervisor will not
gossip among the teachers and never discuss the abilities or skills of
one teacher with the other teachers unless it be for the purpose of com-
parison, but even this must be done very judiciously or trouble may be
the result.

Finally the conference must show results in the increased efficiency
of the teachers. The purpose of all supervision as has been said earlier
in this paper is for the improvement of teaching, and the conference
must assist in the work of improvement. The only justification for the
time and effort required in conducting the conferences is that results
may show in the increased efficiency of the teachers. W.C.Barclay quotes
a number of statements from religious educators that show quite clearly
the importance of the conference in supervision. A director of Religious
Education in California writes;

“Our program of training makes definite provision for training
by supervision. I have regular monthly conferences with depart-
ment superintendents for the discussion of the work of their
departments in which definite suggestions are given. I have a
personal questionnaire which each teacher is required to fill
out quarterly. This includes questions as to methods of conduct-
ing the class, and any definite results noted in the pupils or
in the teacher herself. I have conferences with most of the
teachers quarterly and with all at least once each year. Read-
ing lists are given out, and, where possible, books placed di-
rectly in the hands of teachers. All of this requires a great deal
of time on my part, but I count it worth while, for it enables
me to keep check on the growth and development of my teachers”.

A director of Religious Education in West Virginia writes;

“T have been giving special attention to personal supervision
of teaching. I have had personal conferences with each of the
eighty-six officers and teachers of the school. I have observed
the teaching in a large number of classes, and after conferences

have placed efficiency scales in the hands of the teachers, Personal interviews with teachers about their problems, I am assured, have been helpful to many".
Conclusion. A study of some of the possibilities of supervision in religious education in the light of the achievements in general education reveals some very interesting things. It is found that there is a real need for supervision in both fields of education. It is also evident that the principles of supervision that apply to general education are also applicable to the field of religious education. With slight modifications, these principles can be utilized and practiced in religious education just as adequately as they are at present used in general education.

An important method of supervision in the public school field is the classroom visitation and conference. A rather definite technique of procedure has been developed in the public school field, whereby the supervisor is able to carry on a system of classroom visitation and is able also to conduct conferences and thus promote the efficiency of the teachers. In religious education it is possible to carry on the same type of a program of supervision in which classroom visitation and the conferences are made the center of the program, and by this process of supervision the efficiency of the Church School teacher is greatly increased. Therefore the conclusion of the whole matter may be stated very tersely in two sentences, namely: In general the principles and scientific methods of supervision as applied to general education can be with slight modification applied to the field of religious education. This will be increasingly true as the Church and the Church Schools free themselves from some of the traditions of the past and from some of the unpedagogical ideas that have so long controlled the forces of religious education.
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