The nature and extent of supervision given elementary school teachers by a selected group of union superintendents in Massachusetts

Richter, Charles Oscar

http://hdl.handle.net/2144/5314

Boston University
BOSTON UNIVERSITY
SCHOOL OF EDUCATION

Thesis
THE NATURE AND EXTENT OF SUPERVISION
GIVEN ELEMENTARY SCHOOL TEACHERS
BY A SELECTED GROUP OF UNION
SUPERINTENDENTS IN MASSACHUSETTS

Submitted by
Charles Oscar Richter
A. B. Bates College 1933

In partial fulfilment of the requirement
for the degree of
Master of Education
1940

Readers:
First Reader - Herbert Blair, Professor of Education
Second Reader - Roy O. Billett, Professor of Education
Third Reader - Arthur H. Wilde, Professor of Education,
Dean Emeritus.

Boston University
School of Education
Library
## CONTENTS

<table>
<thead>
<tr>
<th>Introduction</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORIGIN OF THE PROBLEM</td>
<td>1</td>
</tr>
<tr>
<td>STATEMENT OF THE PROBLEM</td>
<td>4</td>
</tr>
<tr>
<td>DELIMITATION OF THE PROBLEM</td>
<td>4</td>
</tr>
<tr>
<td>METHOD OF PROCEDURE</td>
<td>5</td>
</tr>
<tr>
<td>LIMITATIONS OF THE STUDY</td>
<td>7</td>
</tr>
<tr>
<td>SUMMARY OF AVAILABLE LITERATURE RELATING TO SUPERVISORY TECHNICS</td>
<td></td>
</tr>
<tr>
<td>PURPOSE OF THE CHAPTER</td>
<td>8</td>
</tr>
<tr>
<td>PURPOSE OF SUPERVISION</td>
<td>8</td>
</tr>
<tr>
<td>TECHNICS OF SUPERVISION</td>
<td>10</td>
</tr>
<tr>
<td>VISITATION AND CONFERENCE</td>
<td>13</td>
</tr>
<tr>
<td>PROFESSIONAL STUDY</td>
<td>15</td>
</tr>
<tr>
<td>TEACHERS' MEETINGS</td>
<td>21</td>
</tr>
<tr>
<td>USE OF TESTS</td>
<td>30</td>
</tr>
<tr>
<td>INTERVISITATION</td>
<td>33</td>
</tr>
<tr>
<td>SUPERVISORY BULLETINS</td>
<td>36</td>
</tr>
<tr>
<td>DEMONSTRATION LESSONS</td>
<td>39</td>
</tr>
<tr>
<td>SUMMARY</td>
<td>44</td>
</tr>
<tr>
<td>THE NATURE AND EXTENT OF SUPERVISION GIVEN ELEMENTARY SCHOOL TEACHERS BY A GROUP OF UNION SUPERINTENDENTS</td>
<td>50</td>
</tr>
<tr>
<td>THE SUPERVISORY PRACTICES OF TWELVE UNION SUPERINTENDENTS</td>
<td></td>
</tr>
<tr>
<td>VISITATION AND CONFERENCE</td>
<td>51</td>
</tr>
</tbody>
</table>
ENCOURAGING PROFESSIONAL STUDY ............................................. 56
TEACHERS' MEETINGS .......................................................... 61
USE OF TESTS ........................................................................... 65
INTERVISITATION ...................................................................... 67
SUPERVISORY BULLETINS .......................................................... 68
DEMONSTRATION TEACHING ...................................................... 69
SUMMARY .................................................................................. 71

CONCLUSIONS

WHAT TECHNICS OF SUPERVISION ARE USED BY A SELECTED
GROUP OF UNION SUPERINTENDENTS IN MASSACHUSETTS? .......... 74
HOW IS EACH OF THESE TECHNICS USED? ................................. 75
HOW DO THE USES OF THESE SUPERVISORY TECHNICS COM-
PARE WITH STANDARDS SET UP BY PREVIOUS STUDIES AND
OTHER AUTHORITIES ON SUPERVISION? .................................... 79

APPENDIX .................................................................................. 84

BIBLIOGRAPHY .......................................................................... 96
# LIST OF TABLES

<table>
<thead>
<tr>
<th>TABLE</th>
<th>DESCRIPTION</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Supervisory Technics Employed by Twelve Union Superintendents</td>
<td>50</td>
</tr>
<tr>
<td>II</td>
<td>The Purposes of Classroom Visitation as Stated by Twelve Union Superintendents</td>
<td>52</td>
</tr>
<tr>
<td>III</td>
<td>The Frequency of Classroom Visitation as Stated by Twelve Union Superintendents</td>
<td>53</td>
</tr>
<tr>
<td>IV</td>
<td>The Approximate Length of Classroom Visits Made by Twelve Union Superintendents</td>
<td>54</td>
</tr>
<tr>
<td>V</td>
<td>Methods of Encouraging Teachers in Service to Take Professional Courses as Reported by Twelve Union Superintendents</td>
<td>57</td>
</tr>
<tr>
<td>VI</td>
<td>The Number of Teachers in Each Union Taking Courses as Reported by Twelve Union Superintendents</td>
<td>58</td>
</tr>
<tr>
<td>VII</td>
<td>The Number of Professional Books Bought During the Year 1939-1940 by Twelve Union Superintendents for Use by Their Teachers</td>
<td>59</td>
</tr>
<tr>
<td>VIII</td>
<td>The Types of Teachers Meetings Reported by Twelve Union Superintendents</td>
<td>62</td>
</tr>
<tr>
<td>IX</td>
<td>The Supervisory Uses Made of Standardized Tests as Reported by Twelve Union Superintendents</td>
<td>66</td>
</tr>
<tr>
<td>X</td>
<td>The Number of Supervisory Bulletins Issued During 1939 by Twelve Union Superintendents Compared with the Number of Schools and Number of Teachers</td>
<td>69</td>
</tr>
<tr>
<td>TABLE</td>
<td>DESCRIPTION</td>
<td>PAGE</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
<td>------</td>
</tr>
<tr>
<td>XI</td>
<td>THE NUMBER OF SUPERINTENDENTS EMPLOYING EACH OF THE FOUR KINDS OF DEMONSTRATION TEACHING AS REPORTED BY THEM</td>
<td>70</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

1. Origin of the Problem

For some time the writer has been disturbed by what seemed to him to be lack of supervision of elementary school teachers in some small towns in Massachusetts. This apparent shortage was noticed by him when he entered the elementary school field some five years ago. Casual discussion with elementary school teachers in other small towns revealed a similar situation. From the beginning it seemed ironical to the writer that teachers in small towns, a large per cent of whom are inexperienced, should receive less help through supervision than their more experienced sisters in the larger systems, who, by comparison, need it less.

There are many conditions which affect supervision in smaller schools that are not found in city schools. The superintendent in 217 small towns in Massachusetts is a union superintendent, responsible for the educational systems of several towns. Routine clerical work and attention to petty time-consuming requests of school committee-men prevent the superintendent from devoting sufficient time to the more important job of supervision. Hunkins writes, "With the multifarious duties of a superintendent..." (Hunkins, R. V. The Superintendent at Work in the Smaller Schools, pp. 250-251.)

1/ Hunkins, R. V. The Superintendent at Work in the Smaller Schools, pp. 250-251.
2/ R. V. Hunkins, loc. cit.
4/ R. V. Hunkins, loc. cit.
of small schools demanding attention, there is the serious problem of providing definite time for supervision." Referring to the limited amount of time spent in supervision by the superintendent "in the majority of small school systems," Bolton says,

The superintendent's time is completely filled with a great variety of duties. They are administrative, clerical, instructional, supervisory, and miscellaneous.

2/ Janda reported a study in 1933 which shows that the small school superintendent does not distribute his time to best advantage in many phases of his work and that there is too little time given to supervision because of it. The problem of dispensing with clerical and routine work becomes doubly significant when the superintendent has no clerical assistance.

Four of the twelve superintendents who co-operated in this study had full time clerical help. One superintendent said,

Practically without clerical help, it sometimes seems to me that many little details that have to be done so get in the way that I do not get to the more important things; the trees prevent my getting into the woods. I feel certain that I could do so many of the important things if I could get to them. My committees know that fifty-cent time goes into ten-cent work but seem powerless to provide the needed help. Hence I keep as near in sight of it as I can.... Your questions just bring more forcibly to my mind the things I should do, but don't.

Gates criticizes the practice from a purely business standpoint when he writes,


It is poor business policy for the highest salaried individual in the system to do these routine duties which can be performed by much lower salaried individuals. The superintendent's time should be free for doing those things which require training, experience, and knowledge not possessed by any other individual in the corps.

Another union superintendent reported when asked by the writer about his supervisory activities,

Large town and city superintendents have full time supervising principals. The varied work and travelling time with office work and no clerical help prevent union superintendents from other than general supervision.

Other factors are also operating which interfere with the performance of supervisory duties by the union superintendent. Among them are the following:

1. Poor planning of time by the superintendent. He permits the job to "run" him and allows himself to be imposed upon by salesmen and the townspeople.

2. Some superintendents are limited by a lack of training in the elementary school field. Many of them were promoted to the superintendency from high school principalships and never taught in an elementary school. Of the twelve superintendents who participated in this study, only four of them ever taught in the elementary grades.

That elementary school teachers in small towns are receiving some supervision can hardly be doubted by the most pessimistic of observers. How expert or how much that supervision is no one can accurately state at this time. The writer, therefore, has made it his task to discover the nature


\[2/\text{Frederick Elmer Bolton et al, The Beginning Superintendent, p. 336.}\]
and extent of supervision given elementary school teachers by a group of union superintendents in Massachusetts.

2. Statement of the Problem.

Specifically, this investigation seeks the answers to the following three questions:

1. What techniques of supervision are used by a selected group of union superintendents in Massachusetts?

2. How is each of these techniques used?

3. How do the uses of these supervisory techniques compare with standards set up by previous studies and by other authorities on elementary school supervision?

3. Delimitation of the Problem.

No attempt has been made in this study to present the minute details involved in the execution of each supervisory technic employed by the union superintendent. This report concerns itself with a survey of general supervisory practices and a comparison of them with theoretical standards. It has been left to subsequent studies to investigate and evaluate separately each of the technics of supervision.

In this paper a technic shall mean

"... a skilled way of doing things. It is a procedure involving the use of people and things under the guidance of a trained individual. Technic in supervision implies purposeful, economical, skilled, and worthwhile activities. It goes still further to include the manipulation of these activities as they are projected, adjusted, or withdrawn according to the demands of the particular situation."

The word "supervision" as used here is taken in its broadest sense;

1/ The Principal at Work on His Problems, Research Bulletin of the National Education Association, IX, No. 2 (March, 1931) p. 117.
e.g., those activities directed by the supervisor which aim at the improvement of instruction.

A union superintendent is one elected by the school committees of two or more towns, "each having a valuation less than two million five hundred thousand dollars, and having an aggregate maximum of seventy-five and an aggregate minimum of twenty-five, schools," or by the school committees of "four or more such towns, having said maximum but irrespective of said minimum." A town having a larger valuation than stated above may join in the formation of such a union if the other requirements are met.

The duties of the union superintendent as stated in the General Laws of Massachusetts do not differ from those of other Massachusetts school superintendents. In this study the union superintendent is the sole supervising agent, exclusive of the special supervisors.

The elementary school in some towns in Massachusetts usually includes grade I through VI and in others grades I through VIII. Of the thirty-five towns included in this study, the elementary schools of twenty-three of them had eight grades; eleven towns had a six-grades elementary school; and one town had an elementary school of seven grades.


An examination was made of the available literature that dealt with

1/ Clarence R. Stone, Supervision of the Elementary School, p. 1
3/ General laws relating to Education, loc. cit.
4/ General laws relating to Education, loc. cit.
5/ General laws relating to Education, loc. cit.
supervision. From the data thus assembled a questionnaire was constructed.

The organization and contents of the questionnaire were discussed with the thesis advisor and two union superintendents. The questionnaire was then amended.

It was decided that the questionnaire should be submitted to the cooperating superintendents during an interview with each one in order to insure complete understanding and uniform interpretation of the items in the questionnaire. Except in two cases, this plan was followed. In one instance, the questionnaire was mailed to the superintendent with detailed explanatory notes on each item. Even with this precaution, it was necessary to follow the questionnaire with a letter in answer to the superintendent's request for further explanation of several items. In the second case the interview was conducted by a teacher associated with the investigator.

From October, 1939 through May, 1940 all of the available literature bearing on this problem was reviewed by the writer. Due to the distances involved and the amount of time which the investigator had to complete the study, it was decided to ask fifteen of the seventy-eight union superintendents to take part. Letters asking for interviews were sent to eight superintendents; six were asked over the phone; and the writer's own superintendent was asked in person. Twelve superintendents agreed to co-operate and each set the time for the interview. The remaining three did not reply to the letters sent then or to the follow-up letters sent later.

The first superintendent was interviewed in February, 1940 and interviews with the others were held at different times in the succeeding three months. The length of the interviews ranged from thirty minutes, in one instance, to two hours in another. However, the majority of the interviews

\[1/\text{See Appendix.}\]
These practices were then compared with supervisory practices recommended by previous investigators and other authorities on the subject. Conclusions regarding the nature and extent of supervision given elementary school teachers by these superintendents were drawn and certain recommendations made.

5. Limitations of the Study.

Professional self-defense may have influenced the responses of the superintendents to the questionnaire. Yet, the investigator was struck by their candor and their willingness to discuss the supervisory problems peculiar to their local situations. Several of the superintendents asked bluntly, "Well, what do you want -- what I know I should do if I had time or what I actually do?" Assurance that the source of the information given would be held in strict confidence encouraged frank discussion.
CHAPTER II

SUMMARY OF AVAILABLE LITERATURE RELATING
TO SUPERVISORY TECHNICS.

1. Purpose of the Chapter.

The purpose of this chapter is to present a summary of the available literature bearing on this problem, organized under the headings of the various technics of supervision, and then to draw some general statements as to what appears to be recommended as good practice in their execution. This literature comes chiefly from two sources: (1) previous research studies; (2) textbooks written by men generally accepted as authorities in the field of supervision.

2. Purposes of Supervision

In 1933 Miss Mary Louise Gabbert reported a study entitled, A Critical Analysis of the Purposes of Supervision. A total of 333 references written by 244 specialists were consulted regarding the purposes of supervision. These specialists included teachers of education, principals, state department members, superintendents, and supervisors. Nine purposes of supervision were recognized by the composite group. The list below is arranged according to frequency of mention.

1. To train teachers in service
2. To improve and develop the curriculum
3. To unify the work of the school

4. To do research
5. To set up teaching objectives
6. To provide educational leadership
7. To increase educational opportunities for children
8. To improve classroom management
9. To establish desirable public relations

In the Seventh Yearbook of the Department of Supervision and Directors of Instruction is found the following statement relative to the purpose of supervision.

--- The all-inclusive purpose of supervision then becomes "pupil growth through teacher growth."

The foregoing generalization directs attention to the only justification for supervision, namely, providing for the growth and improvement of teachers as a means of insuring the growth and development of pupils...

Miss Katherine Cook, Chief of the Special Problems Division in the United States Office of Education sums up the real purpose of supervision as follows -

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

1/Scientific Method in Supervisory Programs, pp. 24-25. Seventh Yearbook of the Department of Supervisors and Directors of Instruction of the National Education Association, 1934.

2/The quotation is from Frederick E. Bolton's The Beginning Superintendent, pp. 333-334.
3. Techniques of Supervision.

There is general agreement among supervisors that the method or methods employed in supervision should be determined by the needs and facilities of the particular situation. Skaith reported a study in 1936 in which 68 superintendents listed the following methods used by them or their supervisors to improve instruction.

1. General teachers' meeting before the opening of school in the fall. (79.9 per cent)
2. General teachers' meetings for setting up programs. (73.5 per cent)
3. Group meetings of teachers doing similar types of work. (70.6 per cent)
4. Standard tests to measure pupil achievement. (67.6 per cent)
5. Bulletins to teachers setting up aims, procedures, etc. (60 per cent)
6. Pre- and post- visitation conferences with teachers. (58.8 per cent)
7. Long time plan of supervision. (57.3 per cent)
8. Visitation by teachers in other schools. (42.5 per cent)
9. Demonstration teaching by the supervisor. (56.3 per cent)
10. Rating scales furnished teachers. (35.3 per cent)
11. Classification tests to place pupils new to the system. (35.3 per cent)
12. Short time plan of supervision. (33.8 per cent)
13. Unit plans submitted to the office for supervisory reaction. (33.8 per cent)
14. Rating scales kept on file in the office. (32.4 per cent)
15. Demonstration teaching by other teachers in the system. (32.4 per cent)
16. Notice to teachers that visitation will be made. (29.2 per cent)
17. Study groups, making study of current professional literature. (26.4 per cent)
18. Written report of visit made by the supervisor following observation. (26.5 per cent)
19. Requirement that teachers submit written reports of visits made to other school systems. (13.3 per cent)

Miss Helen Brouse listed the following teacher-supervisor contacts which are aimed at the improvement of instruction:

1. Personal conference
2. Teaching lessons for the teacher
3. Intervisiting
4. Directing professional study
5. Holding group meetings
6. Arranging for demonstration lessons by teachers
7. Tests and measurement of the result of teaching

Boraas and Selke suggest the following ways of bringing help to teachers.

1. Through school visitations
2. By conferences with teachers
3. By the use of circular letters and pamphlets
4. By requiring reports
5. By encouraging professional study


1. The classroom visit for helping the teacher
2. Individual conference and constructive criticism
3. Faculty meetings
4. Demonstration lessons
5. Teaching by the principal
6. Visitation by the teacher
7. Stimulation and direction of professional reading
8. Display of objective results of classroom activities
9. Utilizing supervisors and other educational experts
10. Utilizing opportunities for extension courses
11. Standardized tests
12. Written suggestions and directions


Myers presents seven co-operative activities as methods of supervising teachers: (1) clinics; (2) conferences and teachers' meetings; (3) demonstrations; (4) professional associations; (5) experimentation and research; (6) professional study and travel; (7) teacher rating.

The methods or techniques of supervision listed in the foregoing may be organized adequately under the following headings.

1. Supervisory visit to the classroom
2. The individual conference between supervisor and supervised.
3. The teachers' meeting
4. Supervisory bulletins
5. Demonstration teaching
6. Supervision of teachers' visits
7. Supervisory uses of the course of study
8. Supervisory uses of tests and measurements
9. Supervision by means of research

There is little evidence to indicate the relative effectiveness of these techniques of supervision. However, Miss Kirtland reported an experiment in 1934 which showed (1) that supervision by visits and group meetings or the combination of the two is better than no group meeting; (2) that supervision which combines visits and group meetings is superior to either visits or group meetings used separately; (3) that, although group meetings are not so effective as either visits or combination, they are very valuable as means of supervising instruction; (4) that supervisory visits are superior to group meetings. Until further experiments covering a wider area are conducted, no general conclusions can be drawn with any degree of reliability.

1/Alonzo F. Myers et al., Co-operative Supervision in the Public Schools, pp. 143-158.
4. Visitation and Conference

Russell, in her study entitled *Visitation and Conference as a Technique of Supervision*, tabulated approved practices of visitation and conference as described by authors of textbooks, research bulletins, magazine writers, yearbooks, and in a monograph and two other studies. She found that there was an agreement of the writers on the following points.

1. Three types of visits are valuable for the improvement of teaching: inspectorial, social, and supervisory. The inspectorial visit aims at surveying "the classroom and the school as a whole to find reasons for a supervisory visit and to arrange for the proper set-up of the work." The social visit aids in developing a friendly relationship between the supervisor and the teacher. The supervisory visit is concerned exclusively with the improvement of teaching.

2. The teacher should know the objectives of the visit and the standards by which conditions are to be evaluated.

3. The visit must be followed by a conference.

4. Random visits have a small place in a supervisory program.

5. The supervisor who does not stay long enough to see a whole unit of work or to head a whole recitation cannot evaluate the teaching properly.

1/Margaret Scongall Russell, "Visitation and Conference as a Technique of Supervision." Unpublished Master's thesis of the University of Pittsburgh, 1933. 64 pp.

2/Ibid, p. 58
6. Surprise visits do more harm than good.

Miss Russell's analysis of ten textbooks showed that the authors agree that the purpose of the classroom visit should be to improve teaching and that it should not be to rate the teacher.

That there is a wide difference of opinion among these textbook authors concerning notetaking during visits to the classroom is also shown by Miss Russell's study. One author says that notes are of doubtful value. Two suggest the taking of very few notes. Three believe that notes are all right if the teacher doesn't mind. Four authors suggest the use of a check-list and four believe that the teacher should be given a copy of the supervisor's notes before she leaves. Five agree that notes should be taken after leaving the classroom. All advise that a record of the visit be kept.

Miss Russell's examination of these ten textbooks showed that a very definite stand is taken by their authors relative to the time for visits. They are unanimous on the following:

1. The time for the visit should be determined by the problem.
2. It should be a whole recitation.
3. There should be a definite policy regarding time for visits.
4. There should be "continuous visitation" -- successive visits -- if possible.

Eight authors state that visits should be announced; seven, that

1/ Ibid, p. 15
2/ Ibid, p. 22
3/ Ibid, p. 23
visits should be scheduled.

5. Professional Study

According to Hunkins, "One of the requirements for success in any profession is continued study. Teaching is no exception to the rule. A school should, therefore, have definite provisions for promoting professional study among its teachers."

The available literature on professional study by teachers in service is concerned chiefly with courses and professional reading.

Writers are quick to recognize the value of courses as means of developing teachers in service. Barr, Burton, and Brueckner in their book, Supervision -- Principles and Practices in the Improvement of Teaching, point to the following advantages of this device for training teachers in service:

1. It provides expert assistance where expert assistance is needed. "The college and university teacher is usually one that has achieved a certain degree of expertness in his chosen field of specialization."

2. It provides new and better library services than those ordinarily available to the field worker.

3. It provides an opportunity to meet and exchange ideas with other teachers from other school systems.

Cubberly also says that courses offer an excellent means of improving teachers in service, but he cautions,

To require teachers to carry on private study in academic subjects and to pass examinations on such while engaged in

---


3/ Ellwood P. Cubberly, Public School Administration, p. 351.
teaching is of somewhat doubtful value. It may be and often is
done at the expense of the instruction in the schools. 1/

Cubberly is supported by Hunkins 2/ who stresses the value of the
summer school as the best means for professional study.

Bolton recognizes the value of various kinds of courses for teachers
but he, too, feels that overworked teachers should not be "required or
allowed to take summer session work or correspondence courses when they
really need relaxation and rest."

Stone 4/ believes that a study of university extension courses should be
made previous to the planning of the supervisory program and that they should
be incorporated as part of the program if possible.

Several methods of encouraging teachers to take courses are reported by
the authors of certain textbooks. Gist 5/ and Bolton 6/ report that in many
school systems salary increases are based upon the amount of advanced study
done by teachers but they do not state their own views on the matter.

Bolton 7/ also reports that the expenses of summer study are paid for by the
town in some cases but again, he does not register his own feeling in the
matter. Cubberly 8/ comes out in favor of any plan of basing salary increases

1/Ibid. p. 352.
4/Clarence R. Stone, op. cit., p.78.
6/Frederick Elmer Bolton et al., loc. cit.
7/Frederick Elmer Bolton, et al., loc. cit.
8/Ellwood P. Cubberly, op. cit., p. 395.
on extra study if it is combined with some form of teacher rating. Almack and Bursch state one of the points on which a salary schedule should be based is "the cost of keeping up to date."

Other methods of encouraging teachers to take courses are suggested by some writers. "The good superintendent," writes Hunkins, "informs his teachers about professional study that may be carried on while teaching in his county." Stone believes that information regarding courses should be passed along to teachers and that they should be aided and encouraged in their efforts to improve their teaching by taking courses. Hunkins feels that attendance at summer school should be required of teachers, possibly once every two or three years, but, "because of the expense to the teachers, the district should meet half the cost if it makes the requirement.... The outlay to the district is justified through the better teaching that accrues to the children."

A great deal has been written about the influence of professional reading on the growth of teachers. Barr, Burton, and Breuckner have this to say about value of professional reading,

Given the proper personal qualities, one of the best indices of a teacher's probable growth in service will be found in the kind and amount of reading done by her, professional and otherwise. With this thought in mind, one of the very first things to which supervision might turn in the study and improvement of teaching is the teachers' reading.

1/John C. Almack and James F. Bursch, The Administration of Consolidated and Village Schools, p. 86.
2/R. V. Hunkins, op. cit., p.121
3/Clarence R. Stone, op. cit. p.78
4/R. V. Hunkins, op. cit., p.213
5/A. S. Barr et al., op. cit., p.633
Cubberly points to the influence of professional reading on teacher growth and suggests a plan to make it effective when he says,

This (professional reading) is one of the effective agencies for promoting the growth of teachers in service and may be carried on as a group, or by schools, grades, or in the carrying out of projects.

Reeder says that professional reading is "unquestionably the largest opportunity which the typical teacher possesses for professional growth."

Bolton, Stone, Borass, and Gist are among those who also recognize the importance of professional reading in any program aimed at the improvement of instruction.

The large majority of books consulted stress the point that professional reading should be directed in some way to be effective. Cubberly states that grade school teachers should read two well-selected books each year and that outlines should be made and thought-provoking questions discussed. He also suggests that teachers enroll in a state-reading circle. Almack and Bursch suggest that the names of new books and lists of magazine articles be sent to each teacher every month. Stone stresses the

1/ Ellwood P. Cubberly, op. cit., p.349
3/ Frederick Elmer Bolton et al., op. cit., p.314.
5/ Julius Borass and George A. Selke, op. cit., p.121.
7/ Ellwood P. Cubberly, loc. cit.
8/ John C. Almack and James F. Bursch, op. cit. p.366.
9/ Clarence R. Stone, loc. cit.
necessity of having readings suggested to a teacher which bear on a particu-
lar problem with which she is faced. He warns against overburdening the
teacher with too much reading. Reeder and Bolton suggest the formation
of reading clubs as a guide in selecting and appraising materials.

Hunkins' position regarding professional reading is so extreme that it is worthy of mention here. He favors making a certain amount of pro-
fessional reading a requirement. Moreover, he argues that it should be a
condition of the contract between the teacher and the school board. How-
ever, the enforcement of the rule, he says, should be left in the hands of
the superintendent.

The writers who mention it say that the reading materials should be
purchased with public funds if possible. If the school board is unable or
refuses to buy professional literature, the teachers may buy their own or
pool their personal funds to avoid duplication of purchases.

Anderson and Simpson stress the importance of placing the reading
material in some central place. They write,

An essential agency in the realization of a supervisory

\[1\] Ward G. Reeder, op. cit., p.97.
\[2\] Frederick Elmer Bolton et al., op. cit., p.314.
\[4\] Ward G. Reeder, op. cit., p.95.
R. V. Hunkins, op. cit., p.290.
John C. Almack and James F. Bursch, op. cit., p.365.
Arthur S. Gist, op. cit., p. 332.
Frederick Elmer Bolton et al., op. cit., p.326.
Fred Englehardt, Public School Organization and Administration, p. 414.

\[5\] Ward G. Reeder, op. cit., p.97.
R. V. Hunkins, op. cit., p.290.
Ellwood P. Cubberly, The Principal and His School, p.473
John C. Almack and James F. Bursch, op. cit., p.366.
program is the teachers' professional library. Books, magazine articles, bulletins, monographs, reports of experiments and investigations, mimeographed materials dealing with procedures, printed courses of study, and other material that bear on the field of supervision being stressed should be collected, cataloged and filed in some central place, such as the supervisor's or the county supervisor's home office. A reading room in connection with this professional library is valuable. This becomes a meeting place for committees of teachers working on some special phase of the supervisory program. The books and other materials are sent to teachers upon request. Traveling professional libraries are sent to rural centers. Teachers who wish to carry on experimental work obtain reports of other experiments from this clearing house. The supervisor must bear in mind the fact that the professional growth of teachers is a result of their own activity. The professional library is a fine stimulator of teacher activity.

Gist reports that some school systems have professional libraries with trained librarians in charge; others have teachers rooms in the public library. The number of professional books is not so important as their quality and the extent to which they are used.

Cubberly presents the following scheme for making books accessible to teachers:

The school building ought also to have a small professional library of useful and pertinent volumes, and the ability further to draw on a central teachers' professional library for temporary loans. There should also be a few of the best magazines kept regularly at every school.

Bolton argues for a professional library in every building of a large system and says that in all systems, large and small, reading materials should be immediately accessible to the teachers. For this reason he feels that the public library is no substitute for a teachers' professional library.

--

\[1/\] Arthur S. Gist, op. cit., p. 332.
\[2/\] Ellwood P. Cubberly, The Principal and His School, pp. 477-478.
\[3/\] Frederick Elmer Bolton et al. op. cit., p. 325.
\[4/\] Ibid. p. 325.
Almack and Bursch stress the need for placing the books in a place convenient to all the teachers, the school library.

6. Teachers' Meetings

A study of the supervisory practices of several hundred supervisors by the committee preparing the Seventh Yearbook of the Department of Elementary School Principals showed that teachers meetings rank fourth in use by them.

The available literature on this subject may be organized under four headings: (1) Bases for organizing meetings; (2) Different kinds of meetings; (3) Planning and conducting meetings; and (4) Follow-up of the meetings.

The bases for organizing teachers meetings stressed by many textbooks authors are (1) the purpose of the meeting, and (2) the needs of the teachers. According to Kyte, the size of the group of teachers asked to attend a meeting should be determined by the purpose of the meeting. He adds,

Only those teachers should be required to attend a meeting in which the topic presented or discussed meets a definite need which they can and should appreciate. It will be necessary, therefore, to plan grade meetings, subject-meetings, division meetings, and, in large cities, sectional meetings.

Anderson and Simpson stress teacher needs and interests as well as

1/John C. Almack and James F. Bursch, op. cit. pp. 265-266.
2/Arthur S. Gist, op. cit., p. 192.
3/George C. Kyte, op. cit., p. 239.
4/Ibid. p. 239.
the purpose of the meeting in their discussion of the bases of organizing teachers' meetings. Hunkins, too, considers teacher interest and needs when organizing meetings. Almack and Bursch say, "Topics should be selected with a view to the interests and needs of all the teachers. . . ."

Barr and Burton classify teachers' meetings as follows:

1. General faculty meetings attended by all teachers in a building or district.
2. Grade meetings attended by the teachers working in one grade only.
3. Intergrade meetings attended by the teachers of two or three adjacent grades.
4. Departmental meetings attended by teachers of the same subject.
5. Conventions and associations.

While Barr and Burton stress types of professional meetings, as indicated in the foregoing, Cubberly, Almack and Bursch, and Bolton merely distinguish between two general types of teachers' meetings: (1) business meetings for dealing with school routine; and (2) general professional meetings. According to these same men, business meetings should be very brief but should be held frequently, while professional meetings should be longer and should be held at least once every two weeks. Bolton 8

4/Ellwood P. Cubberly, The Principal and His School, pp. 517-518.
6/Frederick Elmer Bolton et al., op. cit., pp. 355-356.
7/Ellwood P. Cubberly, op. cit., p. 518.
John C. Almack and James F. Bursch, loc. cit.
Frederick Elmer Bolton et al., loc. cit.
8/Frederick Elmer Bolton et al., loc. cit.
suggests three or four professional meetings a year. \footnote{1}\\
Barr, Burton and Breuckner, in their book entitled, *Supervision---Principles and Practices in the Improvement of Instruction*, point to the abuses of the general faculty meeting in these words,

"Probably one of the most commonly employed devices in the training of teachers in service is the general faculty meeting. This device has been so very commonly used for this purpose that it is frequently accepted as an end in itself and planned for without much regard for the needs of the teachers. Whether or not it is effective depends upon how it is employed in particular training situations."

These writers argue that grade, intergrade, departmental, and divisional meetings better meet the needs and interests of teachers than do general faculty meetings. \footnote{2}\\
The small group conference is another form of teachers' meeting resembling closely the group meetings described above. Barr, Burton, and Breuckner write,

\ldots the small group conference may be employed wherever one finds teachers of like needs, interests, and problems. The advantages of this method lie in its economy of time, its recognition of individual differences, and its informal proximity to the teachers themselves. It probably deserves much wider use in supervision than it now receives.

"The well conducted teachers' meeting exemplifies all the good characteristics of a complete teaching act." \footnote{4} This implies, among other things, that the meeting

1. Must be carefully planned and carefully assigned -- must be definite and purposeful.

\footnote{1}{A. S. Barr et al., op. cit., pp. 676-677.}  
\footnote{2}{A. S. Barr et al., op. cit., p. 677.}  
\footnote{3}{A. S. Barr et al., loc. cit.}  
\footnote{4}{John C. Almack, *Modern School Administration*, p. 208.}
2. Must be organized around the needs of the teachers and must have an apperceptive basis if it is to be of real interest to the group;

3. Must provide for free expression of opinion and for discussion by as many members of the group as possible—a maximum of teacher participation under the careful guidance of the supervisor;

4. Must be related to what has preceded and must lead on. 1/

Kyte suggests that teachers take an active part in the planning of the meeting and that a bulletin be sent to them previous to the meeting to arouse interest in it and to give the teachers time to prepare for the meeting. Teacher participation is prominent in a good meeting. 2/ Kyte adds another principle of the teachers' meeting to those presented in the foregoing by Anderson and Simpson when he stresses the need for a proper summary of the discussion. He writes,

The summation should not end, in general, with a mere statement of the conclusions reached. Out of it should grow either the assignment for another meeting, or suggestions of changes in teaching which make such appeals to the teachers that they return to their classrooms eager to experiment with them or to incorporate them into their own methods. The teachers will then be conscious that something worthwhile has resulted from the meeting, and that the time spent in it was well spent.

Routine or administrative matters should not be discussed at teachers' meetings. 3/

John C. Almack, in his book Modern School Administration, states 4/


3/Ibid., p. 222.

4/Ibid., pp. 223-224.

5/Ibid. p. 237.

6/John C. Almack, op. cit., p. 203.
that meetings should be organized in such a way that "frank, democratic, and purposeful participation by all the teachers present" will be encouraged. He also stresses the need for a summary of the points discussed and the conclusions reached.

Barr, Burton, and Brueckner, discussing methods of making meetings more effective, say that (1) to insure better results teachers should participate in planning and administering the meeting; (2) a mimeographed brief should be sent before the meeting to those who will attend; (3) meetings should not be used for routine purposes; (4) the meeting should close with a summary of the discussion; and (5) many supervisors send a written summary of the discussion to the teachers who attended.

Gist also stresses the element of teacher participation in effective teachers meetings.

Hunkins says that the teachers' meeting is not the place for announcements. He has this to say regarding the planning of the meeting,

Usually the teachers should have some voice in the selection of topics. . . . Indirectly it helps the attitude of the teachers toward the meetings, for they are more apt to feel that the meetings are their own.

The meeting should be announced well in advance. About two weeks, say, ahead of the meeting a bulletin should go forth

1/John C. Almack, loc. cit.
2/A. S. Barr et al., op. cit. pp. 677-678.
announcing the date, the topic, the place, and the exact hour. The bulletin may well contain a few especially good references on the topic, with a suggestion that the teachers each read one or more by way of preparation for the meeting. A few thought-provoking questions on the topic may also be profitably included in the bulletin. 1/

Among the principles to help in managing meetings discussed by Almack and Bursch are included the importance of teacher participation in planning and administering meetings. They discuss the role of the supervisor as follows,

The principal (superintendent or supervisor) should not attempt to dominate the meeting, but should keep his views somewhat in the background. His efforts should be focussed on getting a fair and impartial consideration of the problems, based upon possession and proper interpretation of facts. 3/

Barr and Burton advise (1) that teachers be invited to participate in the planning and administering of meetings; (2) that a mimeographed brief be sent teachers before the meeting; (3) that routine matters should not be discussed at meetings, and (4) that a summary of the discussion should be drawn up and sent to those teachers who attended.

Anderson and Simpson list the following precautions concerning teachers' meetings:

1. Begin on time and end on time.
2. See to it that the meeting is pleasant.
3. Do not use the meeting for routine purposes that can be disposed of otherwise.

1/R. V. Hunkins, loc. cit.
3/"Superintendent or supervisor" is an insertion by the present writer.
4/John C. Almack and James F. Bursch, loc. cit.
4. Do not permit two or three teachers to do all the talking.
5. Send out in advance a mimeographed brief to those who will be present.
6. Make teachers feel that the meeting is an opportunity and not just a requirement.
7. The extent of teacher participation is the real test of a good group meeting.

There is little agreement among writers of textbooks relative to the best time for teachers' meetings. Meetings should not be held after school when time is short and teachers are tired. Hunkins takes exception to this criticism of after school meetings very vigorously. He writes,

"After-school meetings are likely to be objected to sometimes because of the fatigued condition that the teachers are alleged to be in after a day in the classroom. But other people work till five or six and it is hard to see why teachers should not. My own observation is that the hardest working ones object the least to after-school meetings and contribute the most energy to them. By way of concession, however, it is probably well to have the meetings early in the week if they are held after school. They should begin promptly and end promptly." 

If meetings must be held after school Kyte suggests that the teachers be consulted concerning the best time and that the time be set aside that is the will of the majority.

Anderson and Simpson believe "a more definite responsibility

1/ The writers who hold this opinion follow:
   A. S. Barr and Burton, op. cit., p. 414.
   George C. Kyte, op. cit., p. 231.
   A. S. Barr et al., op. cit., p. 680.


4/ George C. Kyte, op. cit., p. 250.

for the success of the meetings is evidenced by teachers when the meetings are made part of the regular teaching day." They suggest that meetings be held from 9:30 a.m. to 5:30 p.m. or from one to four o'clock in the afternoon. Of course pupils would be excused during either of these periods. Kyte reports the practice of some superintendents to set aside Friday afternoon twice a month for teachers' meetings. Barr and Burton recommend that school be dismissed early to make time for teachers' meetings.

Gist believes that meetings should be held on Saturday. His point of view differs so much from that of any of the other writers consulted that it is worth quoting:

Another good plan is to hold teachers' meetings on Saturday mornings. This is a good time for several reasons. The teachers are more refreshed than in the case when meetings are called upon school days. This arrangement makes it possible to convene for a two hour session when necessary. Furthermore, the public is apt to think of the teachers as having an easy time with short days, short weeks, and long summer vacations. The knowledge that teachers are having duties on Saturdays often making their working weeks five and a half days has a good effect upon the public. This plan might well continue when necessary even after the working man's week has been shortened to five days.

Hunkins and Anderson and Simpson feel that Saturday is an unsatisfactory time for meetings because the teachers feel that their personal time is being taken from them.

2/George C. Kyte, op. cit., p. 231.
5/Arthur S. Gist, loc. cit.
In 1926 a bulletin entitled, *A Handbook of Major Educational Issues*, was published by the National Education Association. The discussion of the chief characteristics of excellent teachers' meetings so adequately summarizes the entire foregoing discussion of teachers' meetings that it is reprinted below.

1. Teachers feel that the meeting is an opportunity, not a requirement.
2. The meeting is carefully planned. The administrator sets the situation so as to insure the development of his teachers.
3. The meeting has a definite purpose.
4. Important issues of general interest to all teachers are discussed rather than administrative details and announcements that can usually better be covered in a typewritten or mimeographed notice or bulletin.
5. Items are taken up in proper order or sequence. The meeting is conducted as though it were a business proposition. All trivial and irrelevant matter is avoided in order that the meeting may not be unduly prolonged.
6. Each meeting renders constructive cumulative service so that there is unity in the year's program, and something accomplished by the end of the year.
7. The discussion for the most part concerns matters of common interest to all those present. This means that there should be careful planning to decide which topics belong to the general meeting, and which to the special meeting. In the general meeting, educational problems of the state and national as well as local interest will be discussed.
8. Many teachers take an active part. They feel free to ask questions and to discuss their work and their problems. Two or three teachers are not permitted to do all the talking. Sometimes the teacher who has the most self-confidence has the fewest ideas. The extent of teacher participation is the real test of a good group meeting.
9. A record of proceedings is kept and filed. This shows what was said, what action was taken, and acts as a check to show if any vital points are omitted.
10. General good spirit prevails -- something is accomplished in promoting unity and co-operation throughout the school.
11. It is interesting to the teachers. The school administrator who forces his teachers to suffer martyrdom in long-drawn-out, dry-as-dust meetings is violating the principles of sound pedagogy.
12. When general rules are presented, each teacher is provided with a copy of points to be discussed.
13. Due notice is given when the meeting is not held at regularly specified time and place.
(14) It begins on time, and, as far as possible, adjourns on time. 

7. Use of Tests.

Gist in his discussion of the use of standardized tests in supervision classifies their uses under five headings.

1. General survey, comparison purposes
2. Diagnostic purposes
3. Prognostic purposes
4. Research purposes to study the curriculum, methods, etc.
5. To stimulate teachers, principals, and supervisors.

Hunkins suggests three uses of standardized tests: (1) to assist teachers in setting standards for judging the work of their pupils; (2) to assist in determining promotions; (3) to compare the achievement of the system with the norm.

Bolton feels that the teacher's efficiency may be judged to a certain extent by the results of standardized tests. Burton urges caution in using test results for this purpose. He writes,

On the surface it seems that standard tests would give a wholly adequate measure of teaching efficiency. They do and they do not.

In the first place, the teacher is not wholly responsible for the changes which occur in pupils. Good or poor results may follow from conditions in the home, the personal health of the pupil, the intelligence levels, etc., the quality of teaching being only one of many factors affecting the results. . . . In the second place standardized tests are not at this time

---

1/This quotation is from Ward G. Reeder's, The Fundamentals of Public School Administration, pp. 106-107.

2/Arthur S. Gist, op. cit., p. 234.


4/Frederick Elmer Bolton et al., op. cit., p. 346.

available for measuring all the changes produced. Skills and information developed in the tool subjects are now measured with a fair degree of success. More recently attention has been turned to thought questions, reasoning and judgment. But many outcomes are as yet unmeasured. Judgment of teacher's efficiency must be based upon a complete inventory of results. What the test results will do is to reveal conditions and the explanation may be sought through a careful analysis of all the factors affecting pupil progress.  

Bolton also suggests that tests be used to discover whether or not "materials and procedures are properly adapted to the growth stages of the pupils." He feels that test results aid in determining comparisons of the achievement of the particular school system with other systems and thus be of assistance in planning the supervisory program.  

Stone stresses the use of standardized tests as a fact finding device to be used in determining the supervisory program. He points to three other values of tests: (1) classifying pupils into homogeneous groups; (2) diagnosing teacher difficulties in the use of certain teaching techniques; and (3) determining the relative effectiveness of certain methods of developing important skills.  

Cubberly states four uses of standardized tests which are little more than a restatement of uses presented above.

1. Diagnosing pupil and teacher difficulties  
2. Planning remedial procedures  
3. Classification and promotion of pupils  
4. Evaluating the efficiency of the instruction.  

1/William H. Burton, loc. cit.  
2/Frederick Elmer Bolton et al., op. cit., p. 346.  
3/Frederick Elmer Bolton et al., loc. cit.  
4/Clarence R. Stone, op. cit., pp. 78-79  
5/Tbid, pp. 79-80.  
6/Ellwood P. Cubberly, The Principal and His School, p. 486.
Burton 1/ in his book, *The Supervision of Instruction*, recognizes seven uses of standardized tests which seem to summarize those discussed by the writers above:

1. The classification and promotion of pupils
2. Measurement of educational outcomes (survey testing)
3. Evaluating the efficiency of the teacher
4. Measurement in teaching
   (a) Setting of standards
   (b) Improvement of examinations
   (c) Development of study directions
   (d) Practice tests
5. Educational diagnosis
6. Educational and vocational guidance
7. Research and experimentations

Most writers acknowledge the limitations of standardized tests outside the exact subjects like arithmetic and the sciences. 2/

There is some difference of opinion as to who should give and score standardized tests. Anderson and Simpson 3/ say that the teachers should give the tests. Stone 4/ states that only teachers who have had considerable training should be expected to score tests accurately. Almack and Bursch 5/ say that the teachers should administer and score the tests. Bolton 6/ writes,

Standardized tests should not be administered and inter-

1/ William H. Burton, op. cit., p. 316.

2/ Some of these writers follow:
   Frederick Elmer Bolton et al., op. cit., pp. 346-347.
   Ellwood P. Cubberly, *The Principal and His School*, pp. 496-498.
   Clarence R. Stone, op. cit., p. 85.


6/ Frederick Elmer Bolton et al., op. cit., p. 347.
writings by novices. No superintendent or teacher should assume competence to give them who has not taken a thorough course in a graduate school of education. Here is a case where "a little knowledge is a dangerous thing."

8. Intervisitation

In 1931 Austin reported a study entitled, Teacher Intervisitation as a Method of Supervision in the Smaller School System. As a result of his survey of the literature in the field and the results of a questionnaire sent to all of the superintendents of Nebraska schools having ten or more teachers, Austin says,

Intervisitation appears to be a new and novel way of supervision in the smaller schools and most of the larger schools, consequently there are few available policies and techniques in regard to it. 2/

While few writers stress intervisitation as a means of supervision, those that do, according to Austin, endorse it for the following reasons,

1. It strengthens the teacher.
2. It strengthens the technique of both the strong and weak teacher.
3. It strengthens disciplinary skills.
4. It increases efficiency in routine factors of school managements.
5. It aids both visiting and visited teacher to achieve better results.
6. It gives teachers new light on problems which they have fully realized.
7. It gives inspiration and assistance.

4/ Austin reports a study by Melby covering twenty widely distributed

1/Emory A. Austin, "Teacher Intervisitation as a Method of Supervision in the Smaller School Systems." Unpublished Master's thesis of the University of Nebraska, 1931. 59 pp.

2/Ibid, p. 6


schools which showed that intervisitation of teachers in the same system is more common than visits in other systems. Neither kind of visitation is ranked very high among the technics of supervision nor are they reported very often.

Kyte also reports that visits in other systems are rare because it is difficult to plan such visits well enough to make it worthwhile. His position is that visits should be on an exchange basis and then it should be for one-half to one year.

As a result of two experiments carried on by him, Austin suggests the following eight steps as necessary to a worthwhile supervisory program of intervisitation.

1. Supervisory planning to meet a known need for the teacher.
2. Securing from superintendents of surrounding towns a list containing names of teachers and subjects or methods in which they are particularly strong.
3. Planning with the teacher for her proposed visit to another school.
4. Planning with the teacher to be visited so that the visiting teacher will be assured a helpful demonstration.
5. Providing for a conference between the visiting teacher and the visited teacher after the demonstration.
6. Holding a conference between the visiting teacher regarding the visit.
7. Providing for a report from the visiting teacher in faculty meeting on points of interest to all.
8. Following up the teacher's work in the classroom and by other means which will help fix the desire of gain.

Almack and Bursch state that the value of intervisitation depends

1/ George C. Kyte, How to Supervise, p. 303.
2/ Emory A. Austin, op. cit., p. 59.
upon the following,

1. The teacher knowing what she is to look for.
2. A careful analysis afterward of what she has observed.
3. Preparation in advance by the demonstrator.
4. Efforts to put the good into practice.

Barr, Burton, and Bruckner feel that intervisitation is an excellent device for improving instruction if it is properly administered; that directed visits are better than undirected.

In *Modern School Administration*, Almack proposes the following three steps in supervising teachers' visits: (1) supervisory planning, i.e., observation of teaching to detect needs; (2) preparation of teacher or teachers for the visit through conferences, meetings, bulletins, etc., and the preparation of the demonstrator; (3) checking of gains made through the use of one or more supervisory techniques following the visit.

Kyte adequately summarizes the steps which make intervisitation an effective technic in the improvement of instruction.

1. Supervisory planning to meet a known need of the teacher.
2. Planning with the teacher for her proposed visit to another.
3. Planning with the teacher to be visited so that the visiting teacher will be assured of a helpful demonstration.
4. Providing for a conference between the visiting and the visited teachers after the demonstration.
5. Holding a supervisory conference with the visiting teacher regarding the visit.
6. Following up her work in the classroom and by other means which will help fix the desired gains.


In 1935 Rainey reported a study entitled, *The Use of the Bulletin as a Device in Supervision*, which showed (1) that of the one hundred thirty-eight superintendents in thirty-nine states who co-operated, 72 per cent stated that they used the bulletin as a supervisory device; (2) that a large part of the remaining 28 per cent stated that they use it as an administrative device; (3) that the size of the school did not affect the value of the device in supervision; and (4) that those who used it reported that it brought about increased efficiency in supervision.

Barr, Burton, and Brueckner state that the bulletin has become a most important device for training teachers in service. They list the following ways in which the bulletin aids in supervision:

1. by giving a sort of permanancy to the assistance rendered. (Materials may be kept for future reference and used in many instances time and time again.)
2. by assuring a certain completeness and accuracy of statement. (One ordinarily exercises somewhat more care in written materials than in spoken materials.)
3. by saving the time of the supervisor. (It is not always possible for the supervisor to always be present when his services are needed; to do by individual conference or even by group conferences what a well-prepared supervisory bulletin may do is time consuming if not impossible in the larger systems)

Kyte classifies supervisory bulletins under three headings: (1) bulletins for general supervisory instruction; (2) bulletins for specific

---


teacher preparation; and specific follow-up bulletins. Bulletins for general supervisory instruction may deal with any of the following: (1) the supervisor's philosophy of education; (2) summaries of sound methods of teaching; (3) accounts of good teaching being done elsewhere in the system; (4) descriptions of devices of teaching; reading references; and (5) information about the schools, pupils, and subject matter. Bulletins for specific teacher preparation are those sent previous to a conference or meeting containing an outline of the approaching discussion along with reading references which will help the teacher in preparing for it in advance. Follow-up bulletins are sent following a meeting or conference and usually they contain a very brief summary of the discussion to help fix in the minds of the teachers the conclusions reached.

Anderson and Simpson stress the value of the supervisory bulletin to the rural school supervisor. They write,

Under the most favorable rural school conditions existing today the supervisor is unable to visit the teacher more often than once a month. This distance between schools, road conditions, the number of teachers in the supervisory unit, the necessary administrative duties of the supervisor -- all these make more frequent teachers' meetings impossible. Were not these handicaps present, it would still be necessary to use another instrument to make the personal visit, the individual conference, the teachers' meeting, and the demonstration lesson fully effective. The supervisory bulletin is this integrating instrument.

1/ George C. Kyte, op. cit., pp. 244-258.
Anderson and Simpson classify bulletins exactly as does Kyte but under different names: (1) the "progress" bulletin which corresponds to the general progress bulletin; (2) the pre-conference bulletin which corresponds to bulletins for special preparation; and (3) the follow-up bulletin which corresponds to Kyte's follow-up bulletin.

Anderson and Simpson report a survey of 90 superintendents of rural schools who recorded the following values of supervisory bulletins.

1. They are very valuable in that they simplify the follow-up problem.
2. All teachers can be reached at the same time.
3. Bulletins may be filed for future reference.
4. Bulletins help to supplement the course of study.
5. After a county survey of general difficulties has been made, bulletins serve as a splendid means of providing suggestions of a remedial nature.
6. The work of the entire county can be systematized by means of supervisory bulletins.
7. The good in teaching can be made "contagious" to all.
8. Bulletins inspire teachers because they feel in closer touch with supervisors.

The fact that the bulletin can be filed and used for reference upon points made in it or at meetings is a value stressed by Hunkins and Borass and Selke. Borass and Selke see its value as a supervisory time-saver in that it can reach many teachers in a short time.

Stone warns that this "paper supervision" should not displace

4/Julius Borass and George A. Selke, op. cit., p. 120.
5/Julius Borass and George A. Selke, loc. cit.
6/Clarence R. Stone, op. cit., p. 86.
"personal supervision" but that it should supplement and facilitate it. Stone suggests that bulletins concerning uniform teaching practices be sent to teachers who could then file them and refer to them whenever necessary.

Bolton says that a wise use of the bulletin can save the supervisor a great deal of time. Burr presents several advantages of the bulletin which no other supervisory device possesses:

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

10. Demonstration Lessons

The discussion of demonstrations will be organized under three topics: (1) the value and purpose of the demonstration lesson; (2) the types of demonstrations; and (3) the steps in the complete demonstration lesson.

Anderson and Simpson refer to several studies which show that "the demonstration lesson is one of the most effective agencies for educating teachers and that teachers themselves accord demonstrations teaching a high rank among supervisory aids." A study by Barr shows that teachers rank demonstration teaching second most helpful among supervisory devices. 3/

1/ Ibid, pp. 85-86.
2/ Frederick Elmer Bolton et al., op. cit., p. 313.
3/ This quotation is taken from Frederick Elmer Bolton et al., The Beginning Superintendent, p. 315.
The elementary school teachers of Beaumont, Texas ranked demonstration teaching the most helpful of all the supervisory methods employed by their supervisors. Teachers in Hammond, Indiana, and Topeka, Kansas indicated on a questionnaire that they desired more demonstration teaching. Miss Southall reported a study in 1930 involving the practices of two hundred representative supervisors in rural and urban areas as well as specialists in supervision, superintendents employing supervisors, and teachers being supervised which showed the following: (1) that demonstration teaching is considered most valuable and should be used most frequently in the training of beginning teachers; (2) that it should be used next most frequently in helping teachers with specific weaknesses and teaching difficulties; (3) that demonstration teaching should be used third most frequently with strong teachers who are experimenting with new teaching methods.

Burr, Burton, and Brueckner state that "the chief purpose of demonstration teaching is to show the observers 'how to do it'; to present sound and approved methods of procedure, devices, and techniques." Kyte says that the demonstration lesson can serve as a means to showing teachers what the supervisor considers good teaching and also to demonstrate to teachers those "methods, devices, and classroom organization with which they may need help."

Kyte discusses three kinds of demonstration lessons: (1) those

taught by a supervisor for a teacher in her own classroom; (2) those taught by a teacher to her own class in its room for another teacher or small group of teachers; (3) those taught by a supervisor or a teacher to pupils outside their own classroom and in the presence of a group of observers. Anderson and Cubberly classify demonstration lessons under similar headings.

Some writers frown on what are termed "emergency demonstrations;" i.e., the supervisor comes in and takes the class. According to Barr, Burton, and Brueckner, this form of demonstration should be used rarely and with care so that the teacher will not suffer in the eyes of her pupils. Bolton says very bluntly that the superintendent should never take over the class visited. Anderson and Simpson insist that planning of the lesson by the supervisor is necessary before he takes the class except in certain drill lessons. Burton recognizes emergency demonstrations but urges that they be used infrequently and then with great care.

Authors differ very little in their presentations of the various steps in the use of the demonstration lesson. John C. Almack, in his book *Modern School Administration*, discusses six:

1. Supervisory officer determines the specific needs of each teacher and selects points which the observation of a

4/A. S. Barr et al., loc. cit.
5/Frederick Elmer Bolton et al., op. cit., p. 351.
demonstration lesson will markedly aid in improving.

2. He prepares her by means of some other supervisory technique so that she is ready to profit by observing the teaching.

3. The demonstration is prepared to the point of understanding both the specific needs of each observer and the nature of the teaching procedures covering the points to be observed.

4. The teacher observing is guided in watching the demonstration lesson.

5. The supervisor checks up carefully the effects of the demonstration on every teacher observing it.

6. The supervisor plans and carries out various supervisory activities which contribute to producing the desired growth in each teacher.

Gist enumerates five techniques for demonstration teaching: (1) there should be a study of the teachers' needs -- this may be in co-operation with and the full knowledge of the teachers; (2) the number of classroom techniques to be demonstrated at any one time should be limited; (3) the teacher who is to give the demonstration should be selected carefully and should be well-prepared; (4) the observers should be prepared beforehand; i. e., a bulletin explaining the principles and techniques to be demonstrated should be sent to them in advance of the demonstration; (5) there should be conferences following the demonstration to fix the gains made and to clear up any misunderstandings.

Anderson and Simpson discuss similar steps in putting on a demonstration lesson. To be effective, they state (1) that a demonstration lesson should be planned to meet the needs of the teachers; (2) that the observers should be prepared for the demonstration by an observation guide; (3) that the lesson should be taught under natural conditions and that it should not be overplayed; (4) that there should be a discussion period following the demonstration; (5) that there should be follow-up visits to the classroom.

Kyte's six steps in the complete demonstration cover so completely all the steps presented in the foregoing discussion that they are quoted here by way of summary. These steps are as follows:

1. Determining teachers' needs which can best be met through observing demonstration teaching.
2. Preparing the teachers so that they will get the most out of the demonstration lesson. (This may be done by bulletin.)
3. Preparing the demonstrator so that he is effective in his presentation of the desired points.
4. Guiding the teachers in their observation of the points stressed in the demonstration lesson. (This may be done by a bulletin.)
5. Checking up to see that they have profited from the demonstration in the desired direction. (This may be done by conferences or teachers' meetings.)
6. Following up the demonstration with the teachers until the projected growth has been fixed in them. 2/

2/George C. Kyte, loc. cit.
Summary

To facilitate a comparison of the recommended supervisory practices reported in this chapter with those practices reported by the union superintendents in Chapter III, the summary following has been organized into series of statements grouped under the proper headings.

1. Technics of Supervision

a. The purpose of supervision is to improve instruction.

b. The method or methods employed in supervision should be determined by the needs and facilities of the particular situation.

c. The following are recommended supervisory technics:
   (1) Visitation and conference
   (2) Teachers' meetings
   (3) Professional study
   (4) Supervisory bulletins
   (5) Intervisitation
   (6) Use of tests
   (7) Demonstration teaching
   (8) Supervisory uses of the course of study.

2. Visitation and Conference

a. The purpose of the visit is to improve teaching; not to rate the teacher.

b. Three types of visits are valuable for the improvement of instruction: (1) inspectorial; (2) social; (3) supervisory.

c. Visits should usually be announced previously to the teacher.

d. The supervisor should maintain a visitation schedule.
e. The teacher should know the objectives of the visit and the standards by which conditions are to be evaluated.

f. There should be a pre-visititation conference between the supervisor and the teacher to be visited.

g. The supervisor who does not stay long enough to see a whole unit of work or to hear a whole recitation cannot evaluate the teaching properly.

h. There is a difference of opinion among writers regarding the advisability of taking notes during the visit. The majority of opinion indicates that the supervisor should use a check list or take brief notes.

i. The visit should be followed by a conference.

3. Professional Study.

a. The supervisor should promote professional study among his teachers.

b. Courses at colleges and universities provide an excellent means of improving teachers in service.

c. Several ways of encouraging teachers to take courses are (1) basing salary increases on the amount of advanced study done by teachers; (2) reimbursing teachers for all or in part of the cost of the courses; (3) keeping teachers informed about courses and encouraging them to improve themselves.

d. Professional reading is conducive to teacher growth.

e. Directed reading is more effective than undirected reading.

f. Professional libraries should be established and maintained at public expense.

g. Professional reading materials should be placed where they will be readily accessible to those teachers for whose use they are intended.

4. Teachers' Meetings.

a. The purpose of the meeting and the needs and interests of the
teachers are the bases on which teachers' meetings should be organized.

b. Professional teachers' meetings may be organized as follows: (1) general faculty meetings; (2) grade meetings; (3) intergrade meetings; (4) departmental meetings; (5) conventions and associations; and (6) small group conferences.

c. Meetings should be carefully planned.

d. Teachers should take an active part in planning and conducting meetings.

e. Teachers should be sent an outline of the discussion in advance of the meeting so that they may prepare to make worthwhile contributions.

f. Meetings should not be used for routine purposes.

g. Provision should be made for free expression of opinion and discussion by as many teachers as possible.

h. Discussions should be summarized and the conclusions stated at the close of the meetings.

i. There is little agreement among writers relative to the best time for meetings. There is strong opposition to after-school meetings. A trend toward holding meetings on regular school days, the pupils having been dismissed previously, is developing.

5. Use of Tests.

a. Seven uses of standardized tests follow.

1. The classification and promotion of pupils.


3. Evaluating the efficiency of the teacher.


5. Educational diagnosis.

7. Research and experimentation.

b. Standardized tests should be used with full appreciation of their limitations.

c. There is some difference of opinion concerning who should administer and score tests. However, the majority of opinion favors the teacher doing this.

6. Intervisitation

a. Few writers stress intervisitation as a means of supervision.

b. Intervisitation of teachers in the same system is more common than visits in other systems.

c. The steps in administering the intervisitation technic should be as follows:

(1) Discovering teacher needs through observation of teaching.

(2) Conferring with the visiting teacher beforehand so that she will know what to look for.

(3) Planning with the teacher to be visited to make sure that the lesson will be helpful.

(4) Arranging a conference between the visiting and visited teacher following the demonstration.

(5) Holding a supervisory conference with the visiting teacher to discuss the demonstration and to answer questions.

(6) Following up the teacher's work in the classroom.

7. Supervisory Bulletins

a. There are three types of bulletins: (1) bulletins for general supervisory instruction; (2) bulletins for specific teacher preparation;
and (3) specific follow-up bulletins.

b. The bulletin has the following supervisory values.

(1) It saves time.
(2) It may be filed for future reference.
(3) It is an integrating instrument in that it makes classroom visitation, teachers' meetings, etc., more effective.
(4) It may supplement the course of study.
(5) It simplifies the follow-up problem.
(6) It may aid in systematizing standard teaching techniques; i.e., spelling, arithmetic, etc.
(7) It may be the means of familiarizing teachers with new teaching methods and the results of experiments.

c. Bulletins should not displace personal supervision but should supplement it.


a. The demonstration lesson is one of the most effective of the supervisory devices employed by supervisors.

b. The main purpose of the demonstration lesson is to show observers "how to do it."

c. Demonstration lessons may be classified as follows: (1) those taught by a supervisor for a teacher in her own classroom; (2) those taught by a teacher to her own class in its own room for another teacher or small group of teachers; and (3) those taught by a supervisor or a teacher to pupils outside their own classroom and in the presence of a group of observers.

d. The supervisor should rarely "take the class."
e. When the supervisor does take the class, he should prepare the lesson beforehand.

f. The following should be the steps in the use of the demonstration lesson:

1. Find out the needs of the teachers which can best be met by observing a demonstration lesson.
2. Prepare the teacher in advance of the demonstration.
3. Prepare the demonstrator so that the lesson will be worthwhile.
4. By means of an outline guide the teachers in their observation.
5. By means of conferences or teachers' meetings, check up to see that the teachers have profited from the demonstration.
6. Fix the desired gains by following up the demonstration using other supervisory technics.
CHAPTER III

THE NATURE AND EXTENT OF SUPERVISION GIVEN ELEMENTARY SCHOOL TEACHERS BY A GROUP OF UNION SUPERINTENDENTS

I. The Supervisory Practices of Twelve Union Superintendents.

The superintendent who is striving to improve instruction in his schools must select those supervisory techniques which best meet the needs of his particular situation. Table I shows that twelve superintendents stated that they use classroom visitation, individual conferences with teachers, and the encouragement of professional study as means of improving instruction.

<table>
<thead>
<tr>
<th>Supervisory techniques used by union superintendents</th>
<th>Superintendents employing each technique</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
</tr>
<tr>
<td>Classroom visitation</td>
<td>12</td>
</tr>
<tr>
<td>Individual conferences with teachers</td>
<td>12</td>
</tr>
<tr>
<td>Encouraging professional study</td>
<td>12</td>
</tr>
<tr>
<td>General faculty meetings</td>
<td>10</td>
</tr>
<tr>
<td>Use of standardized tests</td>
<td>10</td>
</tr>
<tr>
<td>Intervisitation (in other school systems)</td>
<td>9</td>
</tr>
<tr>
<td>Supervisory bulletins</td>
<td>8</td>
</tr>
<tr>
<td>Group meetings</td>
<td>7</td>
</tr>
<tr>
<td>Intervisitation (within the system)</td>
<td>6</td>
</tr>
<tr>
<td>Demonstration teaching by teachers</td>
<td>5</td>
</tr>
<tr>
<td>Demonstration teaching by the superintendent</td>
<td>4</td>
</tr>
<tr>
<td>Meetings with building principals</td>
<td>1</td>
</tr>
</tbody>
</table>
Ten superintendents (83.3 per cent) state that they employ general faculty meetings and standardized tests as devices for improving instruction while nine (75 per cent) stated that they use intervisitation in other school systems. Other supervisory techniques in the order of their most frequent use reported by the union superintendents follow: supervisory bulletins, group meetings, intervisitation within the system, demonstration teaching by teachers, demonstration teaching by the superintendent, and meetings with building principals.

2. Visitation and Conference.

The superintendent may have in mind several purposes for visiting the classroom teacher. According to the statements of these superintendents the observation of teaching is the main one in their minds when they visit their teachers in the classroom. Table II shows that eleven of the twelve superintendents marked this as their primary aim in visitation. While all the superintendents stated that they visit to inspect the physical surroundings in which the teaching is being done, this purpose is a secondary objective of the visit. Eleven superintendents reported that they visit to observe discipline and three men reported this as a primary purpose. Nine superintendents stated that they visit to rate the teacher, although only one superintendent makes that a primary purpose of his visit. Other purposes of classroom visitation indicated by these union superintendents are (1) the observation of pupil learning attitudes and (2) the observation and study of curriculum development.

In Table II, the figure 1 following a purpose means that the purpose so indicated is the superintendent's most common practice or his primary purpose of visitation; the figure 2 indicates the purpose next in impor-
TABLE II. THE PURPOSES OF CLASSROOM VISITATION AS STATED
BY TWELVE UNION SUPERINTENDENTS.

<table>
<thead>
<tr>
<th>Purposes of classroom visitation</th>
<th>Superintendents</th>
<th>Total number of superintendents checking each purpose</th>
<th>Per cent of total number of participating superintendents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A  B  C  D  E  F  G  H  I  J  K  L</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observation of teaching</td>
<td>2 1 1 1 1 1 1 1 1 1 1 1 1 1</td>
<td>12</td>
<td>100.0</td>
</tr>
<tr>
<td>Inspection of physical surroundings</td>
<td>3 2 2 2 3 3 3 1 3 4 3</td>
<td>12</td>
<td>100.0</td>
</tr>
<tr>
<td>Observation of discipline</td>
<td>3 3 1 2 2 2 1 2 3 2 3 2 3 2 3 2</td>
<td>1 1</td>
<td>91.7</td>
</tr>
<tr>
<td>Rating the teacher</td>
<td>4 3 5 4 4 4 1 4 2 4 2 4 2 4 2 4 2</td>
<td>9</td>
<td>75.0</td>
</tr>
<tr>
<td>Observation of pupil learning attitudes</td>
<td>1</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Curriculum developments</td>
<td>1 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5</td>
<td>1</td>
<td>8.3</td>
</tr>
</tbody>
</table>

 ś/ These purposes were added by the superintendents during the conference to those purposes already suggested in the questionnaire.

Visitation and conference supplement and strengthen each other as means of improving instruction. As pointed out in Chapter II, authorities in the field of supervision agree that one is so ineffectual without the other that the practice is to employ them as one technique. The accepted steps in the execution of this technique are as follows: (1) a pre-visitation conference to discuss the purposes of the approaching visit; (2) the visit; (3) a post-visitation conference to discuss the lesson; (4) a follow-up visit to the classroom.
Eleven of the twelve superintendents stated that they do not have a pre-visitation conference with the teacher to be visited. Moreover, these same superintendents said that they do not maintain a visitation schedule.

These men stated that the frequency of their visits to the classroom varies with their purpose and with the needs of the teacher visited. Table III shows that one superintendent stated that he visits his teachers as frequently as twice a week; another, that he does no less often than once a month. Ten superintendents stated that they visit their teachers once a week to once every two weeks.

**TABLE III. THE FREQUENCY OF CLASSROOM VISITATION AS STATED BY TWELVE UNION SUPERINTENDENTS.**

<table>
<thead>
<tr>
<th>INTERVAL</th>
<th>Superintendents</th>
<th>Total Number</th>
<th>Per cent of total number of participating superintendents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Twice a week</td>
<td>A B C D E F G H I J K L</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>Once a week</td>
<td>1 1 1 1 1</td>
<td>5</td>
<td>41.7</td>
</tr>
<tr>
<td>Once every two weeks</td>
<td>1 1 1 1</td>
<td>5</td>
<td>41.7</td>
</tr>
<tr>
<td>Once every three weeks</td>
<td>1</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Once a month</td>
<td>0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Less than once a month</td>
<td>1</td>
<td>1</td>
<td>8.3</td>
</tr>
</tbody>
</table>

These superintendents said that the length of each visit to the classroom is determined also by the purpose of their visit and the needs of the teacher. Table IV shows that seven superintendents stated that they spend about fifteen minutes in the classroom at each visit, three that they spend thirty minutes, one less than fifteen minutes, and one about forty-five minutes.
TABLE IV  THE APPROXIMATE LENGTH OF CLASSROOM VISITS MADE BY
TWELVE UNION SUPERINTENDENTS.

<table>
<thead>
<tr>
<th>Length of visit</th>
<th>Superintendents</th>
<th>Total</th>
<th>Per cent of total number of participating superintendents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 15 minutes</td>
<td>1 1 1 1 1 1 1</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>15 minutes</td>
<td>1 1 1 1 1 1 1</td>
<td>7</td>
<td>58.4</td>
</tr>
<tr>
<td>30 minutes</td>
<td>1 1 1 1 1 1 1</td>
<td>3</td>
<td>25.0</td>
</tr>
<tr>
<td>45 minutes</td>
<td>1 1 1 1 1 1</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>60 minutes</td>
<td>1 1 1 1 1 1</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>More than 60 minutes</td>
<td>1 1 1 1 1 1</td>
<td>0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

While there is some difference of opinion among authorities on supervision about the advisability of taking notes during the visit, the superintendents are practically unanimous in stating that they shun the practice. Only one superintendent said that he takes notes during his visits.

Three superintendents state that their teachers receive a written comment on the lesson following the visit. One of these superintendents reported that he makes his written comments the basis of the discussion at the post-visitation conference. Handed to the teacher at the close of the lesson, the comments are prefaced by a notice of the time and place of the conference to be held later. This plan, he reported, gives the teacher an opportunity to prepare for the conference.

Nine superintendents (about 75 per cent of the total number) stated

\(^1/\)See Chapter II, p. 14.
that they hold post-visitation conferences with individual teachers. Four of these superintendents usually hold their conferences immediately after the visit.

Four of the nine superintendents stated that they hold their post-visitation conferences at the close of school on the day the visit is made. One superintendent said that he held his conference "at the next available opportunity -- when she (the teacher) is free."

Summary

The following are the purposes of classroom visitation as stated by the co-operating superintendents. (These purposes are listed in the order of the importance given each by the superintendents.)

1. Observation of teaching
2. Inspection of physical surroundings
3. Observation of discipline
4. Rating the teacher
5. Observation of pupil learning attitudes
6. Observation of curriculum development

These superintendents, with one exception, stated that they do not have a pre-visitation conference with the teacher to be visited. However, nine of this group reported that they do have post-visitation conferences. Four of these nine superintendents reported that the conferences are held immediately after the visit; the remaining five, with one exception, said that they meet with the teacher after school of the day the visit takes place.

According to the statements of these superintendents, they do not visit on schedule. Their visits are usually unannounced. They reported
that the frequency and length of visits depend upon their purpose and the needs of the teacher. Five superintendents said that they visit each teacher weekly; five superintendents reported bi-weekly visits. More than half the group reported that their visits are usually about fifteen minutes long. Three stated that they usually visit for about thirty minutes.

About 92 per cent of the group said that they do not take notes during the visit and 75 per cent of them reported that they do not leave a written comment with the teacher following the visit.

3. Encouraging Professional Study.

That the superintendents participating in this investigation believe that professional study by teachers in service improves instruction is shown by the fact that all of them reported that they encourage their teachers to take professional courses and that most of them reported that they make professional books available to teachers at public expense.

Several methods of encouraging teachers to take courses are reported by these union superintendents. The methods are not always determined by the superintendent but, in many instances, by the school committees in the several towns with or without the recommendation of the superintendent. One superintendent reported, for example, that, in one of his towns, teachers who do not have degrees are required to take courses by a ruling of the school committee passed against the advice of the superintendent. This action served only to antagonize certain teachers who, the superintendent felt, might have been shown the value of such courses and then might have taken them voluntarily, with more benefit to the teachers themselves and to the school system.

Here, then, is one reason for the absence of a uniform policy through-
out each union. The methods which are determined largely by the school committees in the different towns with or without the recommendation of the superintendent follow.

**TABLE V. METHODS OF ENCOURAGING TEACHERS IN SERVICE TO TAKE PROFESSIONAL COURSES AS REPORTED BY TWELVE UNION SUPERINTENDENTS**

<table>
<thead>
<tr>
<th>Methods</th>
<th>Number of superintendents reporting each method</th>
<th>Per cent of total number of superintendents reporting each method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advising individual teachers when the need is apparent</td>
<td>4</td>
<td>33.3</td>
</tr>
<tr>
<td>Basing salary increases on the number of course credits</td>
<td>4</td>
<td>33.3</td>
</tr>
<tr>
<td>Keeping teachers informed about courses and showing their value</td>
<td>3</td>
<td>25.0</td>
</tr>
<tr>
<td>Reimbursing teachers all or in part for the cost of courses taken</td>
<td>2</td>
<td>16.6</td>
</tr>
<tr>
<td>Requiring teachers without degrees to take courses</td>
<td>1</td>
<td>8.3</td>
</tr>
</tbody>
</table>

1. Basing salary increases all or in part on the number of course credits.

2. Reimbursing teachers all or in part for the cost of the courses taken.

There are other methods of encouraging study reported by this group of men which they themselves determine. These fall into two groups.

1. Advising individual teachers to take courses when the need is apparent.

2. Keeping teachers informed about courses to be given and showing their value.
Table V shows that these superintendents hold the following methods in about equal value and importance as means of encouraging professional study on the part of their elementary school teachers.

1. Advising individual teachers to take courses when the need is apparent.

2. Basing salary increases on the number of course credits acquired.

3. Keeping teachers informed about courses and showing their value.

As is indicated in Table V, there is no noticeable tendency towards the use of any one method.

| Table VI. THE NUMBER OF TEACHERS IN EACH UNION TAKING COURSES AS REPORTED BY TWELVE UNION SUPERINTENDENTS. |
|---|---|---|---|
| Union | Total number of teachers | Number of teachers taking courses | Per cent of total number of teachers taking courses |
| B | 27 | 15 | 55.5 |
| A | 24 | 9 | 37.5 |
| F | 45 | 15 | 33.3 |
| D | 33 | 11 | 33.3 |
| E | 22 | 7 | 31.8 |
| I | 29 | 9 | 31.0 |
| C | 22 | 6 | 27.3 |
| G | 33 | 6 | 18.2 |
| H | 26 | 4 | 15.5 |
| J | 42 | 6 | 14.3 |
| K | 31 | 3 | 9.7 |
| L | 32 | 0 | 0.0 |
| Totals | 366 | 91 | ---- |
| Mean | 30.5 | 7.6 | 24.9 |
| Range | 22-45 | 0-15 | 0.0-55.5 |
Table VI shows that 91 (24.9 per cent) of the 366 teachers involved in this study are reportedly taking courses. It also shows that the average elementary school faculty is composed of thirty-one teachers, about eight of whom are studying at colleges and universities. The relationship between the number of teachers taking courses and the total number of teachers is small. \( r = .12 \)

Another method of improving instruction reported by these union superintendents is through the provision of professional literature for use by their teachers. During the past year nine of the twelve superintendents, as shown in Table VII, stated that they bought professional books and made

<table>
<thead>
<tr>
<th>Superintendents</th>
<th>Number of books purchased</th>
<th>Total number of teachers in union</th>
</tr>
</thead>
<tbody>
<tr>
<td>L</td>
<td>82</td>
<td>32</td>
</tr>
<tr>
<td>K</td>
<td>30</td>
<td>31</td>
</tr>
<tr>
<td>J</td>
<td>30</td>
<td>42</td>
</tr>
<tr>
<td>D</td>
<td>24</td>
<td>33</td>
</tr>
<tr>
<td>I</td>
<td>16</td>
<td>29</td>
</tr>
<tr>
<td>A</td>
<td>15</td>
<td>24</td>
</tr>
<tr>
<td>B</td>
<td>12</td>
<td>27</td>
</tr>
<tr>
<td>G</td>
<td>10</td>
<td>22</td>
</tr>
<tr>
<td>F</td>
<td>4</td>
<td>22</td>
</tr>
<tr>
<td>G</td>
<td>0</td>
<td>26</td>
</tr>
<tr>
<td>H</td>
<td>0</td>
<td>26</td>
</tr>
<tr>
<td>Total</td>
<td>223</td>
<td>366</td>
</tr>
<tr>
<td>Range</td>
<td>0-82</td>
<td>22-45</td>
</tr>
</tbody>
</table>
them available to teachers. Three superintendents reported that they bought no books. One superintendent reported the purchase of 62 books while the lowest number reported by any one superintendent was 4 books. There is no relationship between the number of books purchased by each superintendent and the number of teachers he has. The significant fact is that the value of professional libraries is recognized by these superintendents and that a start has been made.

These superintendents reported seven different places where professional literature may be secured by elementary school teachers. Four superintendents keep it in their offices; one superintendent distributes it in several school buildings; another puts all literature into the hands of his teachers through a circulating library; one superintendent places it in the public library; and still another keeps it on the shelves of the high school library.

Summary

According to the statement of these superintendents, professional study by teachers in service is regarded by them as important means of improving instruction. Such study is carried on in two ways; (1) by taking courses; and (2) by self-improvement through professional reading.

The methods used to encourage teachers as reported by the superintendents follow in the order of their most frequent use.

1. Advising individual teachers to take courses when the need is apparent.

2. Basing salary increases on the number of course credits gained by teachers.

3. Keeping teachers informed about courses and showing their value.
4. Reimbursing teachers all or in part for the cost of the courses taken.

5. Requiring teachers without degrees to take courses.

The success of the above methods are indicated, partially at least, by the fact that about twenty-five per cent of the total number of elementary school teachers involved in the study are taking courses. The influence of other possible factors has not been determined.

Nearly all the superintendents recognize the influence of professional libraries on the growth of teachers. Seventy-five per cent of the group reported that they have been able to make a start in the building of such libraries, even though some of the number have only been able to make gestures in that direction.

While most of the superintendents state that they are satisfied with their present arrangements, the problem which still needs to be solved, according to some, is how to make the reading materials more accessible for use by teachers.

4. Teachers' Meetings

Teachers' meetings are held by eleven of the twelve superintendents who co-operated in this investigation. The man who does not hold meetings reported, "I do not have them (teachers' meetings). I believe more in personal touch." With one exception, meetings are always attended by the teachers in each town separately, not by all the teachers of the entire union as a group. The one superintendent who does meet all the teachers throughout his union at one time, reported that he does so once at the beginning of each year when general instructions are issued and explained.

Four types of teachers' meetings are reported by the eleven superintendents who employ them as means of improving instruction.
1. Meetings of elementary school teachers only.
2. General faculty meetings -- elementary and secondary school teachers combined.
3. Grade meetings -- teachers of the same or adjacent grades as a group.
4. Subject group meetings -- teachers of the same subject as a group.

The kind of meeting called at any one time is determined by its purpose.

In Table VIII, the figure 1 following a type of meeting means that the meeting so indicated is called most frequently by the superintendent; the figure 2 indicates the type of meetings called next in frequency, and so on. Meetings that are indicated by the same number by a superintendent means that he calls them about the same number of times.

**TABLE VIII. THE TYPES OF TEACHERS' MEETINGS REPORTED BY ELEVEN UNION SUPERINTENDENTS.**

<table>
<thead>
<tr>
<th>Type of meeting</th>
<th>Superintendents</th>
<th>Total number of superintendents holding this type of meeting</th>
<th>Per cent of the total number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting of elementary school teachers only</td>
<td>2 1 1 1 1 1 1</td>
<td>8</td>
<td>72.7</td>
</tr>
<tr>
<td>General faculty meeting -- elementary and secondary school combined</td>
<td>3 1 3 1 1 2 2 2</td>
<td>8</td>
<td>72.7</td>
</tr>
<tr>
<td>Grade meetings -- teachers of the same or adjacent grades as a group</td>
<td>1 2 2 1 1 3 3 3</td>
<td>7</td>
<td>65.6</td>
</tr>
<tr>
<td>Subject group meetings -- teachers of the same as a group</td>
<td>1 1 1</td>
<td>1</td>
<td>9.1</td>
</tr>
</tbody>
</table>
Table VIII shows that eight superintendents reported meetings attended by elementary school teachers only and general faculty meetings. While seven superintendents hold grade meetings and only one holds meetings attended by teachers of the same subject, it is possible, when the two types are combined, to conclude that eight superintendents are sometimes organizing meetings on the bases of similar interests and teacher needs. However, the type of meeting most frequently reported is the one attended by all of the elementary school teachers in the town.

Table VIII also indicates that, while eight superintendents report that they use general faculty meetings exclusively while another states that he uses them as often as he does any other. While there may be some advantages in having all the teachers from grades 1 to 12 meet as a group at the beginning and close of the school year, several superintendents felt that the size of such a group, the correspondingly large number of individual teacher needs, and the different interests represented in the wide range of grade levels interfere with the effectiveness of the meetings.

Six superintendents reported that their teachers usually participate in the planning of meetings, while the other half of the group said that their teachers usually do not.

Four superintendents said that they usually send outlines of the proposed discussion to each teacher in advance of the meeting. The remaining seven superintendents reported that their teachers receive no outline but stated that the reason for calling the meeting was usually announced.

Four superintendents admitted that administrative details often come up for discussion at teachers' meetings. Seven men stated that the discussion of administrative details was taboo.

The importance of a summary of the discussion by a competent person
at the close of each meeting is felt by six superintendents. Five state that their meetings are not usually summarized before the meeting adjourns. In each case where the discussion is summarized, the "competent person" is the superintendent. One of the eleven superintendents who hold teachers' meetings reported that he sends a written summary of the discussion to each teacher following the meeting.

Except in one instance, meetings are usually held after school. One superintendent said that he has the pupils dismissed at noon on the day a meeting is to be held and uses the remaining part of the school day for the meeting. He reported that teachers are less fatigued then and that they are in a better mood for a meeting than they would be if the meeting were held after school.

Summary

Three types of meeting reported by these superintendents follow.

1. Meetings attended by all elementary school teachers in the town.

2. General faculty meetings -- elementary and secondary school teachers combined.

3. Group meetings -- teachers of the same or adjacent grades or teachers of the same subject.

Although meetings attended by all the elementary school teachers in a town is the most common practice reported, the fact that as many superintendents are calling group meetings as any other kind, is an indication that, at least, some of them believe that the job of improving instruction may be more efficiently attacked by making the interests and needs of teachers the bases of organizing meetings.

On the whole, teachers' meetings are largely dominated by the super-
intendents. Meetings are planned and conducted, in the majority of cases, by them. When discussions are summarized, the superintendents do it.

Meetings are usually held after school.

5. Use of tests.

That the value of standardized tests is recognized by these superintendents is shown by the fact that all of them reported their use. Of the thirty-five towns represented by these twelve superintendents, thirty-two of the elementary schools give standardized tests to their pupils. The reason why standardized tests are not given in three towns of a four-town union is not given. One superintendent reported that, while these tests are given in all his schools, they play no part in his supervisory program.

It is the practice in the schools of eight unions for the teachers to administer the tests. In three unions, teaching principals give them, while in one union the tests are administered by the superintendent. A "test worker," hired for the purpose, gives the tests in another union.

In eleven of the twelve unions, standardized tests are corrected by the classroom teachers. "Special helpers" are employed to correct the tests in the remaining union according to the statement of the superintendent.

Table IX shows the six supervisory uses of standardized tests as reported by these superintendents. There seems to be a rather wide use of these tests in grouping children according to ability and achievement. The fact that seven (58.3 per cent) superintendents use standardized tests in research and experimentation would tend to disprove the contention held by many people that small superintendents are ultra-conservative. One of these seven explained that he used standardized tests to discover the weak and strong points in his school system and then builds his program accordingly.
The fact that the elementary schools of twenty-three of the total thirty-five towns have eight grades probably accounts for the importance given the use of tests in educational guidance by eight superintendents. Naturally, the results of such tests is a factor in determining the ninth grade program of these pupils.

### TABLE IX. THE SUPERVISORY USES MADE OF STANDARDIZED TESTS AS REPORTED BY TWELVE UNION SUPERINTENDENTS.

<table>
<thead>
<tr>
<th>Supervisory use</th>
<th>Number of superintendents reporting each use</th>
<th>Per cent of the total number of co-operating superintendents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classification of pupils</td>
<td>10</td>
<td>83.3</td>
</tr>
<tr>
<td>Educational guidance</td>
<td>8</td>
<td>66.6</td>
</tr>
<tr>
<td>Promotion of pupils</td>
<td>8</td>
<td>66.6</td>
</tr>
<tr>
<td>Research and experimentation</td>
<td>7</td>
<td>58.3</td>
</tr>
<tr>
<td>Evaluating the efficiency of the teacher</td>
<td>6</td>
<td>50.0</td>
</tr>
<tr>
<td>Vocational guidance</td>
<td>3</td>
<td>25.0</td>
</tr>
<tr>
<td>Objective check of teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>estimate of pupils' achievement</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>None</td>
<td>1</td>
<td>8.3</td>
</tr>
</tbody>
</table>

**Summary**

Standardized tests play a part of the supervisory programs of eleven of the superintendents in the group. Fifty per cent or more of the group report the use of the tests in determining the following:

1. Classification of pupils.
2. Educational guidance.
3. Promotion of pupils.
4. Research and experimentation.
5. Evaluating the efficiency of the teacher.

The administering and correcting of standard tests is largely the responsibility of the classroom teachers.

6. Intervisitation.

Two types of intervisitation are reported by these union superintendents: (1) intervisitation of teachers within the same system, and (2) visits in other systems.

Visits to other systems are planned in two ways. Seven superintendents reported that they set aside a "visiting day" when all the teachers are free to visit in other school systems. Five superintendents frown on this practice. Three of the seven superintendents who schedule a "visiting day" allow their teachers complete freedom in the choice of the school to be visited and the type of teaching to be observed.

Another plan used by superintendents in sending a teacher to other systems on school time is to do so whenever it is apparent that such a visit will result in improvement of her effectiveness when she returns to her own class. Seven superintendents said that they use this plan "sometimes"; four do it "frequently"; and one superintendent never uses this plan.

Seven superintendents require teachers to report on the teaching observed on their return, irregardless of the plan used. Four of them expect the report in writing; three usually hear the teacher's report at a conference with her following the visit. One superintendent sometimes has the teacher report to the entire faculty.

Intervisitation of teachers within the system implies that weaker
teachers observe the work of the strong teachers. Eleven superintendents reported the use of this technic. Four of them arrange for their weaker teachers to observe the work of their best teachers "frequently"; seven do so "sometimes." That they are aware of the dangers involved in this form of intervisitation is shown by the fact that many of them made a point of stating that they were very careful, in planning such visits, to avoid the possibility of a clash of personalities.

7. Supervisory bulletins.

Eight superintendents reported that they usually use the supervisory bulletin as technic for improving instruction, but only seven had issued any during the past year. The superintendents do not classify them other than to describe them as being of a "general supervisory nature," the distinction is thus made between administrative and supervisory bulletins.

Table X shows that there is no relationship between the number of bulletins issued by each superintendent and the number of elementary school buildings in the union. Neither is there any relationship between the number of bulletins issued by each superintendent and the number of teachers under his jurisdiction. It is interesting to note that Superintendent F, with the largest number of teachers (45) spread out in the largest number of buildings (13), did not take advantage of the bulletin in supervising the work of his teachers.
TABLE X. THE NUMBER OF SUPERVISORY BULLETINS ISSUED DURING 1939 BY TWELVE UNION SUPERINTENDENTS COMPARED WITH THE NUMBER OF SCHOOLS AND NUMBER OF TEACHERS.

<table>
<thead>
<tr>
<th>Superintendent</th>
<th>Number of bulletins issued by each</th>
<th>Number of elementary school buildings</th>
<th>Total number of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>J</td>
<td>18</td>
<td>9</td>
<td>42</td>
</tr>
<tr>
<td>K</td>
<td>10</td>
<td>7</td>
<td>31</td>
</tr>
<tr>
<td>C</td>
<td>5</td>
<td>9</td>
<td>22</td>
</tr>
<tr>
<td>B</td>
<td>4</td>
<td>8</td>
<td>27</td>
</tr>
<tr>
<td>L</td>
<td>4</td>
<td>11</td>
<td>32</td>
</tr>
<tr>
<td>I</td>
<td>4</td>
<td>4</td>
<td>29</td>
</tr>
<tr>
<td>G</td>
<td>2</td>
<td>6</td>
<td>33</td>
</tr>
<tr>
<td>A</td>
<td>0</td>
<td>7</td>
<td>24</td>
</tr>
<tr>
<td>D</td>
<td>0</td>
<td>5</td>
<td>33</td>
</tr>
<tr>
<td>E</td>
<td>0</td>
<td>4</td>
<td>22</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>13</td>
<td>45</td>
</tr>
<tr>
<td>H</td>
<td>0</td>
<td>9</td>
<td>26</td>
</tr>
<tr>
<td>Total</td>
<td>47</td>
<td>92</td>
<td>366</td>
</tr>
</tbody>
</table>

8. Demonstration Teaching

These superintendents reported four kinds of demonstration teaching.

1. Demonstrations given by the superintendent before one teacher by taking her class to illustrate a certain technique or procedure.

2. Demonstrations given by the superintendent before a group of teachers to illustrate a certain technique or procedure.
3. Demonstrations by teachers before other teachers to illustrate a certain technique or procedure.

4. Demonstrations by a paid demonstrator on the occasion of the adoption of new books.

Table XI shows that demonstrations by the superintendent before one teacher and demonstrations by teachers on the faculty before a group of teachers are the two kinds of demonstrations most commonly sponsored by these superintendents.

<table>
<thead>
<tr>
<th>Kinds of demonstrations</th>
<th>Number of superintendents reporting the use of each kind</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrations by the superintendent before one teacher</td>
<td>5</td>
</tr>
<tr>
<td>Demonstrations by the superintendent before a group of teachers</td>
<td>1</td>
</tr>
<tr>
<td>Demonstrations by teachers on the faculty</td>
<td>4</td>
</tr>
<tr>
<td>Demonstrations by a paid demonstrator</td>
<td>1</td>
</tr>
</tbody>
</table>

Six superintendents do not use demonstrations of any kind. One said, "It is rarely a good policy." While most of the superintendents reported that they hesitate to teach before a group of teachers, some frequently do take the class of certain teachers singly, and, by demonstrating a procedure, have driven home to the teacher its proper execution.
Summary

If the supervisory practices of this sampling of twelve superintendents are representative of those performed by the remaining sixty-six union superintendents, then the supervisory practices of the average union superintendent in Massachusetts may be summarized as follows.

The average union superintendent employs these supervisory technics: (1) visitation and conference; (2) professional study; (3) teachers' meetings; (4) standardized tests; (5) intervisitation; (6) supervisory bulletins; and (7) demonstration teaching.

1. Visitation and Conference.

The superintendent usually visits the classroom for the following purposes: (1) to observe the teaching; (2) to inspect the physical surroundings; (3) to observe discipline; (4) to rate the teacher. Visits are not scheduled and they are usually unannounced. The length and frequency of visits are determined by their purpose and the needs of the teacher. However, teachers are visited for about fifteen minutes every five to ten school days. No notes are taken during the visits nor is a written comment on the lesson left with the teacher following the visit. The superintendent does not have a pre-visitation conference with the teacher. Post-visitation conferences are usually held in the classroom immediately after the visit or after school on the day the visit takes place.

2. Professional Study.

The average superintendent considers professional study an important method of training teachers in service. Such study is carried on in two
ways: (1) by taking courses; and (2) by doing professional reading. The superintendent encourages his teachers to take courses in the following ways: (1) advises them when the need is apparent; (2) bases salary increases on the number of course credits gained by them; (3) keeps them informed about courses and shows their value. About twenty-five per cent of his teachers are taking courses. The average superintendent is building a professional library for use by his teachers. This is being done at public expense. Professional literature is filed in his office.

3. Teachers' Meetings.

The average superintendent holds three kinds of meetings: (1) meetings attended by all the elementary school teachers in the town; (2) general faculty meetings -- elementary and secondary school teachers combined; and (3) group meetings -- teachers of the same or adjacent grades or teachers of the same subjects. The superintendent dominates the meetings. He does not send an outline of the proposed discussion to his teachers beforehand. Meetings are planned and conducted by him. Meetings are usually held after school.

4. Use of Tests.

The superintendent uses the results of standardized tests in determining the following: (1) classification of pupils; (2) educational guidance; (3) promotion of pupils; (4) research and experimentation; and (5) evaluating the efficiency of the teacher. The administration and scoring of tests is assigned to the classroom teacher by the average superintendent.

5. Intervisitation.

The superintendent employs two types of intervisitation: (1) inter-
visitation of teachers within the system; (2) visits in other systems. Visits to other systems are usually made on a "visiting day" set aside for all the teachers to visit at once. Sometimes the superintendent sends a single teacher to another system to witness a particular lesson which he feels will help the teacher overcome a specific teaching difficulty. The superintendent requires his teachers to report to him on the teaching observed. The report is usually made in writing but sometimes this is done orally in a conference between the teacher and superintendent. Sometimes intervisitation within the school system is employed by the union superintendent. The superintendent uses this technic carefully in order to avoid any clash of personalities.


The supervisory bulletins employed by the average union superintendent are of a general supervisory nature. They do not play a very important part in his supervisory program. The size of his faculty and the number of school buildings in no way affect the number of bulletins he uses.

7. Demonstration Teaching.

The average union superintendent employs two kinds of demonstrations: (1) demonstrations by him before a teacher when he "takes the class"; (2) demonstrations by a teacher before a group of other teachers. Demonstrations are held infrequently. Demonstrations by the superintendent when he "takes the class" are most common.
CHAPTER IV

CONCLUSIONS

Three questions were raised at the beginning of this investigation:

1. What technics of supervision are used by a selected group of union superintendents in Massachusetts?
2. How is each of these technics used?
3. How do the uses of these supervisory techniques compare with standards set up by previous studies and other authorities on supervision?

Each of these questions will not be dealt with separately. The answers to the first two are found in an interpretation of the data of Chapter III. The answer to the third is based on a comparison of the supervisory practices of the twelve union superintendents reported in Chapter III with the practices recommended by authorities on supervision which are reported in Chapter II.

What technics of supervision are used by a selected group of union superintendents in Massachusetts?

The supervisory technics used by these superintendents follow. They are arranged according to frequency of use. The number following each indicates the number of superintendents who employ it.

1. Classroom visitation (12)
2. Individual conferences with teachers (12)
3. Encouraging professional study (12)
4. General faculty meetings (10)
5. Use of standardized tests (10)
6. Intervisitation in other school systems (9)
7. Supervisory bulletins (8)
8. Group meetings (7)
9. Intervisitation within the system (6)
10. Demonstrations by teachers (5)
11. Demonstrations by the superintendent (4)
12. Meetings with building principals (1)

How is each of these technics used?

1. Visitation and conference

a. Six purposes of classroom visitation are recognized by the superintendents who co-operated in this study. These follow in the order of the importance given each by the superintendents.

   (1) Observation of teaching
   (2) Inspection of physical surroundings
   (3) Observation of discipline
   (4) Rating the teacher
   (5) Observation of pupil learning attitudes
   (6) Observation of curriculum development

b. Visits are usually unannounced and unscheduled.

c. The frequency and length of the visit is determined by its purpose and upon the needs of the teacher.

d. Each teacher is visited about once every five to ten days.

e. Visits are usually about fifteen minutes long.

f. No notes are taken during the visit.

g. No written comment is left with the teacher following the visit.
h. A conference is not usually held with the teacher prior to the visit to her classroom by the superintendent.

i. Post-visitation conferences are usually held.

j. Post-visitation conferences are held immediately after the visit or after school on the day the visit takes place.

2. Professional Study

a. Professional study by teachers in service is regarded as an important means of improving instruction.

b. Professional study is carried on in two ways: (1) by taking courses; and (2) through professional reading.

c. The methods of encouraging teachers in service to study follow. There is no noticeable tendency towards the use of any one method.

   (1) Advising individual teachers to take courses when the need is apparent.

   (2) Basing salary increases on the number of course credits gained by teachers.

   (3) Keeping teachers informed about courses and showing their value.

d. Twenty-five per cent of the total number of elementary school teachers involved in this study are taking courses. While this may be due to the efforts of the union superintendent, this cannot be said with certainty since the influence of other possible factors has not been determined.

e. The influence of professional reading on teacher growth is recognized by these superintendents. Most of them are supplying some professional books to teachers at public expense. The problem which remains unsolved is how to make the books more accessible to the teachers.
f. The relationship between the number of books purchased by the superintendents and the number of teachers taking courses is slightly negative. \( r = -0.28 \)

g. There is little relationship between the number of teachers taking courses in each union and the total number of teachers. \( r = +0.12 \)

3. Teachers Meetings

a. Teachers meetings are organized in three different ways. There is no noticeable tendency towards the exclusive use of any one type.

(1) Meetings attended by all the elementary school teachers in the town.

(2) General faculty meetings - elementary and secondary school teachers combined.

(3) Group meetings - teachers of the same or adjacent grades or teachers of the same subject.

b. The fact that as many superintendents call group meetings as any other kind is an indication that the interests and needs of the teachers are having some influence on the methods of organizing meetings.

c. Little or no preparation for the meeting is made by the teachers.

d. Meetings are planned and conducted by the superintendent.

e. When the discussion is summarized, the superintendent does it.

f. Written summaries of the discussion are not usually sent to the teachers following the meeting.

g. Meetings are usually held after school.

4. Use of Tests

a. Standardized tests play a part in the supervisory programs of the superintendent.
b. Tests results are used in determining the following.
   1. Classification of pupils
   2. Educational guidance
   3. Promotion of pupils
   4. Research and experimentation
   5. Evaluating the efficiency of the teacher

c. Standardized tests are administered and scored by the classroom teacher.

5. Intervisitation

   a. Two types of intervisitation are employed: (1) intervisitation of teachers within the system; and (2) visits in other systems.

   b. Visits to other systems are usually made on a "visiting day" when all the teachers are free at the same time.

   c. Sometimes the superintendent sends a single teacher to another system to witness a particular lesson.

   d. A report on the lesson observed is usually made to the superintendent in writing. Sometimes this is done in a conference with him.

   e. Visits to stronger teachers within the same system are sometimes made by weaker teachers.

   f. Intervisitation within the same system is used carefully to avoid any clash of personalities.

6. Supervisory bulletins

   a. Bulletins play an unimportant part in the supervisory program.

   b. Those employed are classified as being of a "general supervisory nature."

   c. There is no relationship between the size of the faculty and the
number of supervisory bulletins issued.

d. There is no relationship between the number of school buildings and the number of supervisory bulletins issued.

7. Demonstration Teaching

a. Two kinds of demonstrations are used: (1) demonstrations by the superintendent before one teacher when he "takes the class"; and (2) demonstrations by one teacher before a group of other teachers.

b. Demonstrations by the superintendent when he takes the class are more common.

**How do the uses of these supervisory technics compare with standards set up by previous studies and other authorities on supervision?**

1. Visitation and Conference

In the light of recommended practice, it must be said that this technic is poorly executed by the union superintendents who co-operated in this study. These superintendents visit at random. There is no pre-visititation conference between superintendent and teacher, thus no objectives of the visit are set. Fifteen-minute visits are too brief for the superintendent to evaluate the teaching properly. Post-visitation conferences are often held immediately after the visit. Assuming that the teacher has other subjects to teach than the one witnessed by the superintendent, the conference, at best, must be a hurried affair, carried on in the classroom with the more or less distracting influence of the pupils.

It seems a bit incongruous that these superintendents should state that rating the teacher is a purpose of their classroom visits while they admit that they do not take any notes for determining the rating. Either
the rating is based on an "impression" gained by the superintendent, which is a questionable procedure, or some other method of rating teachers not explained to the writer is employed.

2. Professional Study

The fact that twenty-five per cent of the teachers involved in this study are taking courses may be a measure of the success of the superintendent's methods in encouraging them. This cannot be said with certainty, however, since the influence of other possible factors has not been determined. The methods used to encourage teachers to take courses in service are nearly identical with those suggested by writers of textbooks.

These superintendents are one with the writers of textbooks in their recognition of the influence of professional reading on teacher growth. There is no evidence to support any statement as to how much professional reading is done by the teachers of these superintendents. While it is recommended that professional literature be kept in a central place, the fact that it should be accessible to teachers at all times is stressed. These superintendents, with some exceptions, keep professional literature in their offices. How many teachers would make the trip to the superintendent's office to secure certain reading materials is problematical, particularly if the superintendent's office were in an adjacent town.

3. Teachers' Meetings

Considered in the light of recommended practice, teachers' meetings are poorly administered by these superintendents. The needs and interests of the teachers and the purpose of the meetings are the bases on which meetings should be organized. While there is some evidence that these factors are influencing the policy of some superintendents, many of them call
general faculty meetings, i.e., elementary and secondary school teachers combined -- as often as any other type.

Meetings are dominated entirely by the superintendent. The teachers come to meetings without any previous preparation. These are contrary to recommended practice.

These superintendents usually hold teachers' meetings after school. There is strong opposition to this policy on the part of many textbook writers.

4. Use of Tests

The statements of these superintendents regarding the use of standardized tests when checked against recommended practice indicate that these men are taking advantage of every use these tests afford. Several superintendents stated that they used the results of standardized tests in vocational guidance. One cannot help but wonder about the form and extent of such guidance on the elementary school level.

5. Intervisitation

"Preparation" is the key to efficient intervisitation according to writers on the subject; preparation of the visiting teacher or teachers as well as the visited teacher. How much preparation is done previously by the superintendent when he sets aside a visiting day for all his teachers to visit in other systems is questionable -- certainly very little.

Following visits teachers are expected to make reports in writing on the teaching observed. This may serve well as a check-up on the teachers but it certainly affords no opportunity for discussion of the lesson observed nor does it afford the teacher a chance to ask questions. It seems a bit ironical that superintendents send teachers to other systems where prepar-
ation is difficult more often than they send teachers to visit other teachers in the same system where it would be easier to arrange worthwhile visits.

6. Supervisory Bulletins

The superintendents are not making use of this device to the extent to which its advantages warrant. Supervisory bulletins should have a definite appeal to those superintendents who are pressed for time and are looking for supervisory time-saving devices. Not only is its time-saving value stressed by writers but they also stress it as in intergrating instrument that makes other supervisory techniques like visitation and conference, the teachers' meetings, demonstrations, etc., more effective. Certainly this need is made very apparent by this study.

7. Demonstration Lessons

The type of demonstration most frequently reported by these superintendents are those which writers term "emergency demonstrations." Emergency demonstrations should be used rarely according to these writers.

These superintendents, many of whom have never taught in the elementary school, are overlooking an effective supervisory device which can compensate for the superintendent's own teaching short-comings by having his teachers observe teachers in his system.

* * * * * * * *

The conclusions above are based upon the statements of the superintendents themselves. How much these conclusions would be affected if these statements had been checked against statements of the teachers concerned is difficult to estimate. It may be said with some certainty, however, that
such a check would reveal no improvement in the conditions cited by the superintendents.
SAMPLE QUESTIONNAIRE

Charles O. Richter
Hatch School
Pembroke, Massachusetts

General
Superintendent's name: (Optional)_____________________________________
Union Number:____________________ Towns of _______________________
What grades are included in the elementary school? Indicate below.
   In________________________; Grades 1 through________________________
   In________________________; Grades 1 through________________________
   In________________________; Grades 1 through________________________
   In________________________; Grades 1 through________________________
Total number of elementary school teachers:____________
Total number of elementary school buildings:___________
Total number of supervising elementary school principals:__________
How many elementary school teachers have you hired since June, 1939?
   __________
How many of your elementary school teachers have had no more than two years' teaching experience?__________
Do you have clerical help? (Check below)
   _______ Full time
   _______ Part time
   _______ None
How many years did you teach in the elementary school?__________
I

Below is a list of supervisory techniques.

a. Place the figure one (1) before the technique which you use most in supervising the work of your elementary school teachers; the figure two (2) before the technique you use next, and so on.

b. Place a zero (0) before those techniques which you do not use.

c. Add any techniques of supervision you use that are not listed here, numbering them in the order of your most common practice.

___ Circular letters and pamphlets.

___ Classroom visitation.

___ Conferences with individual teachers.

___ Demonstration lessons by the superintendent.

___ Demonstration lessons by teachers.

___ Encouraging professional study.

___ General faculty meetings.

___ Group meetings.

___ Intervisiting (within the system).

___ Visiting classes in other school systems.

___ Use or results of tests.


II

A. What is your purpose in visiting a teacher? (Number in the order of your most common practice. Add any purposes not listed here.)

___ Inspection of physical surroundings.

___ Observation of discipline.

___ Observation of teaching.

___ Rating the teacher.
B. Do you usually have a conference with the teacher beforehand to discuss the purposes of your visit? (Check below.)

___ Yes
___ No

C. How often do you visit each teacher? (Check below. Add any interval not listed.)

___ Twice a week
___ Once a week
___ Once every two weeks
___ Once every three weeks
___ Once a month

D. How long does each of your visits usually last?

___ Less than 15 minutes
___ 15 minutes
___ 30 minutes
___ 45 minutes
___ 60 minutes
___ More than 60 minutes

E. Do you usually take notes during your visit?

___ Yes
___ No

F. Does the teacher usually receive a written comment on her work following your visit?
G. Do you usually have a conference with the teacher following your visit to discuss your observations?

Yes
No

H. When is the conference usually held? (Add any time not listed below.)

Immediately after the visit.
At the close of school.
Next day.

Does not apply.

III

A. Do you encourage your teachers to continue professional study at colleges and universities while in service?

Yes
No

B. How is this encouragement given? (Check below. Add any method not listed there.)

By reimbursing teachers for courses taken. (All or in part.)

1. How many of your towns follow this plan?______
2. Total number of elementary school teachers in these towns:
   ______
3. How many elementary school teachers in these towns are taking courses?______

By basing salary increases on the number of professional courses taken while in service.
1. How many of your towns follow this plan? _____

2. Total number of elementary school teachers in these towns: _____

3. How many elementary school teachers in these towns are taking courses? _____

By "requiring" teachers in service to take courses.

1. How many of your towns follow this plan? _____

2. Total number of elementary school teachers in these towns: _____

3. How many elementary school teachers in these towns are taking courses? _____

C. Total number of elementary school teachers in all towns now taking courses: _____

D. About how many professional books were bought during the past year for use by your elementary school teachers? (Indicate below.)

In _____? ____ Number of elementary teachers? _____

In _____? ____ Number of elementary teachers? _____

In _____? ____ Number of elementary teachers? _____

In _____? ____ Number of elementary teachers? _____
In____? ____ Number of elementary teachers?_____.

E. Where are these books usually kept? (Add any place not listed below.)
   ____ In the superintendent's office.
   ____ In the public library.
   ____ In one of the school buildings.
   ____ In several school buildings.
   ____ In ____________________________.

IV

A. About how many times during the past year have you "taken the class" to demonstrate to an elementary school teacher a certain teaching technique or procedure?
   ____ times.

B. About how often during the past year have you demonstrated certain teaching techniques or procedures by teaching a class before several of your teachers?
   ____ times.

C. About how often during the past year have you arranged to have a teacher demonstrate certain teaching techniques or procedures before a group of other teachers?
   ____ times.

V

A. How do you usually organize teachers' meetings? (Number in the order of your most common practice. Add any plan of organization not listed below.)
   ____ General faculty meeting; e.g. elementary and secondary school teachers as a group.
   ____ Meeting of the elementary school teachers as a group; e.g. apart from secondary school meetings.
   ____ Grade meetings attended by teachers of two or three adjacent
grades; e.g. primary grade teachers, intermediate grade teachers, and upper grade teachers.

B. Do your teachers usually participate in the planning of the meetings? (Check below.)

- Yes
- No

C. Do you usually send outlines of the discussion to each teacher in advance of the meeting?

- Yes
- No

D. Do routine administrative details often come up for discussion at teachers' meetings?

- Yes
- No

E. Do meetings usually end with a summary of the discussion by some competent person?

- Yes
- No

F. Do you usually send written summaries of the discussion to each teacher at some time following the meeting?

- Yes
- No

G. When do you usually hold teachers' meetings? (Add any time not listed below.)

- Before school
- During the school session
A. Do you set aside a "visiting day" for your teachers to observe teaching in other school systems?
   ___ Yes
   ___ No

B. Do you usually allow each teacher complete freedom in choosing the system and type of teaching she is to observe?
   ___ Yes
   ___ No
   ___ Does not apply.

C. Do you usually require a written or oral report from each teacher concerning her observations?
   ___ Yes
   ___ No
   ___ Does not apply.

D. Do you ever send any of your elementary school teachers to another system to observe a teacher whose work may illustrate teaching procedures which may help your teachers? (Check below.)
   ___ Never
   ___ Sometimes
   ___ Frequently

E. Do you ever arrange to have your "weaker" teachers observe the work of your best teachers?
   ___ Never
   ___ Sometimes
   ___ Frequently
VI

A. Are standardized tests given in your elementary schools? (Check below.)

In _________________? _____ Yes; _____ No.

In _________________? _____ Yes; _____ No.

In _________________? _____ Yes; _____ No.

In _________________? _____ Yes; _____ No.

In _________________? _____ Yes; _____ No.

B. Who usually administers the tests? (Check below. Add anyone not listed there.)

___ Superintendent
___ Principal
___ Classroom teachers

___ ____________________________
___ Does not apply

C. Who usually corrects the tests?

___ Superintendent
___ Principal
___ Classroom teachers

___ ____________________________
___ Does not apply

D. What uses are made of the test results? (Number in the order of your most common practice. Add and number any uses not listed below.)

___ Evaluating the efficiency of the teacher.

___ Classification of pupils.

___ Promotion of pupils.
Research and experimentation.

Educational guidance.

Vocational guidance.

VII

A. About how many circular letters of a supervisory nature have you sent your elementary school teachers during the past year?

VIII

On the lines below, please state briefly your concept of "supervision"; e.g. what do you mean by "supervision"?
BIBLIOGRAPHY
SELECTED BIBLIOGRAPHY


National Education Association., Research bulletin, IX, no.2 (March, 1931) p. 117.


