

UNITED STATES
DEPARTMENT OF THE INTERIOR
EDUCATION BULLETIN, 1929, No. 32

DEVELOPMENTS IN RURAL
SCHOOL SUPERVISION

By

ANNIE REYNOLDS
ASSOCIATE SPECIALIST IN RURAL EDUCATION
BUREAU OF EDUCATION



UNITED STATES
GOVERNMENT PRINTING OFFICE
WASHINGTON : 1929

LETTER OF TRANSMITTAL

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, D. C., August 1, 1929.

SIR: Progress in working out techniques of supervision adapted to the needs of rural school systems is of increasing interest. Rural schools are in need of a far larger number of supervisors than are now employed. In the meantime it is particularly essential to promote in every possible way the best-known supervisory practices. One effective way of doing this is through familiarizing those interested in better rural school supervision with procedures and practices successfully worked out through practical experience. It is the intent of this manuscript to assist rural school supervision in both of the ways suggested. I, therefore, recommend its publication as a bulletin of the Bureau of Education.

Respectfully submitted.

WILLIAM JOHN COOPER,
Commissioner.

The SECRETARY OF THE INTERIOR.

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DEVELOPMENTS IN RURAL SCHOOL SUPERVISION

INTRODUCTORY STATEMENT

This bulletin discusses certain supervisory services for improvement of the professional equipment of teachers; instances of adaptations of supervision by which the results of research are utilized and teachers are interested in experimentation; illustrations of specific improvements in the approach made by supervisors toward the solution of certain problems; and suggestions concerning developments along the above lines for the near future.

The fact that administrative officers may justly claim considerable credit for achievements along some of the lines considered is freely granted; it is conceded that the functions of the supervisor and of the school administrator overlap in the performance of a number of the accomplishments noted, such as those connected with the rating of teachers, evaluation of textbooks, compilation of records and reports, promotion of pupils, and the like. This acknowledgment of the value of the services of administrative officers, with occasional brief references in the following pages, must take the place of an extended presentation of administrative services in a publication, limited as this is, to consideration of developments in supervision as distinct from administration.

I. IMPROVEMENT OF THE PROFESSIONAL EQUIPMENT OF TEACHERS

Supervisors are improving the professional equipment of teachers through the application of modern criteria to their selection, the adaptation of supervision to the needs of varying teaching groups, to the needs of larger rural schools, and to individual differences among teachers.

APPLICATION OF MODERN CRITERIA TO THE SELECTION OF TEACHERS

Supervisors in the past have felt that they discharged their obligations by doing the best they could with the teaching material available, inferior as it might be. During the past few years a changed point of view has become evident. It is expected that prospective candidates for teaching positions should have an understanding of

the scientific principles underlying classroom management and the art of teaching. Supervisors seek to limit the choice of teachers to those professionally prepared. They visit teacher-preparing institutions where, by cooperating with officials in charge, they interview candidates for positions, become familiar with the training of such candidates, their personality, skill in teaching techniques, and the use of modern teaching materials, results of research, and the like. To a considerable extent probable failures are eliminated by such precautions.

ADAPTATION OF SUPERVISION TO THE NEEDS OF VARYING TEACHING GROUPS

Supervision adapted to the needs of varying teaching groups arouses interest among teachers in improving their instructional skill and professional equipment. Lacking such stimulus and guidance, only a small percentage of teachers, usually those with thorough preservice preparation and innate ability and aptitude for teaching, continue to grow professionally.

Through adapted supervisory programs teachers are encouraged to seek educational opportunities and contacts; to become interested in and acquainted with professional literature; and skillful in analyzing and interpreting their own teaching experiences in the light of their errors, failures, and successes. A description of two classification schemes recommended follows:

Group classification scheme No. 1.—A scheme which has strong advocates classifies teachers as probationers, junior teachers, explorers, and master teachers. It assumes that teachers have a minimum of two years' professional training following high-school graduation. In placing each teacher in one of these four groups the length of experience is used as the initial basis. A teacher showing average ability advances at a predetermined rate; one showing unusual ability is permitted to advance faster; one who fails to meet the standards generally met by members of her group is expected to spend more time at each efficiency level. The admission of a teacher to a higher classification depends on her experience and successful completion of the work to be covered at the preceding level or levels.

Probationers are young teachers doing their first and second years of teaching. They need knowledge of schools in which they are placed and a period of adjustment in which they are expected to work hard but are encouraged by the assistance of supervisors and fellow teachers. Successful probationers develop a sense of responsibility. They seek assistance. The obstacles they encounter challenge them to redouble their efforts.

Junior teachers are those teaching their third, fourth, and fifth years. They were successful as probationers, are at home in the

schoolroom, are accumulating a body of scientific and technical knowledge, acquiring teaching skill, and enjoying their sense of increasing competence.

Explorers have finished their first five years of teaching; they have demonstrated ability to profit by experience, are locating their interest fields, and finding the work in which they intend to specialize.

Master teachers are those who have passed creditably through the three preceding stages, are striving to excel their past record, and are in many instances conducting experiments or testing new methods and materials in the field of teaching experience in which they hope to contribute to the group.

Classification scheme No. 2.—The second scheme meets better the present status quo. Teachers are classified into the following groups: Inexperienced, professionally unprepared; inexperienced prepared; experienced teachers who have failed to develop much skill or are rapidly losing the skill they once had; and superior experienced teachers. Although teachers representing degrees of skill, preparation, and experience lying midway between the steps in this scheme are found, in carrying out supervisory programs further group classification is generally impracticable; in sectioning by groups teachers may be thought of as belonging to that one of the four classes to which they most closely conform. Many supervisors limit the relative time devoted to the task of assisting teachers in the first group, in order that they may stimulate teachers in the three remaining groups to realize their potentialities.

Supervisory measures used to meet the needs of a situation created by the employment of unprepared teachers may be classified as (a) emergency and (b) protective.

Emergency measures include among others: (1) An initial teachers' meeting exclusively for inexperienced, unprepared teachers, extending throughout several days preceding the fall opening of school. (2) A series of two or three group conferences, each lasting a day, held at intervals during the school year. These meetings afford opportunities for the group under the supervisor's guidance to study intensively urgent problems connected with details of school management and organization of routine, use of equipment, school sanitation, and interpretation of the course of study and of textbooks used by pupils. (3) The offices performed by supervisors designed to make unprepared teachers feel at home in the schoolroom and to realize that supervisors appreciate their difficulties, motives, and painstaking endeavors.

Protective measures include: (1) Considering with the group as a whole and, if necessary, with individuals the question of attendance at summer school or during a regular term or year at a teacher-training institution; (2) helping those who decide to continue their

education to select appropriate courses; (3) suggesting to the proper educational officers that seniors in high-school courses learn the value of professional preparation for teaching; and (4) participating in this form of vocational guidance as opportunity offers.

Supervisors assist prepared inexperienced teachers (1) to make definite daily preparation for their work; (2) to use to good advantage texts, courses of study, environmental resources, and discoveries of research; (3) to discover opportunities for, and to realize the necessity of, making a contribution to the general educational advance and the advantage to teachers through so doing; and (4) to evaluate and adapt ideas and plans so as "to make use of what is possible in the present and to hold the remainder for future application from time to time as conditions shall gradually be developed, which are essential for their realization."¹

The relative importance of this service has been indicated in a statement by Dr. B. R. Buckingham: "Preparation is less important in determining the expertness of the teacher than the way she uses her time on the job." Some successful supervisors study the scope and type of preservice preparation given prospective teachers. This "anticipatory service" is preferably undertaken during the prospective teacher's last year in the teacher-preparing institution, although some of it may be done to advantage after the recent graduate has begun teaching. Its aim is to insure better supervisory service to teachers during their first year of teaching.

Among the measures found useful in such anticipatory service are examination of the prospective teacher's record during the period of preparation; inquiry as to her special abilities and disabilities and relative rank in the class; visitation of classes in which she is enrolled as a student and of practice classes in which she is an instructor; conferences with the appointment committee and other members of the faculty of whom pertinent information may be obtained. These measures afford opportunity for frank discussion by supervisors and faculty members of possible curricular and other adjustments needed in the teacher-preparing institution and in the schools, in order that prospective teachers may more adequately meet the demands expected of them in the field, and may be encouraged to practice the modern educational ideas taught in the institution.

Among the results of this anticipatory supervisory service are: The preparation acquired in teacher-preparing institutions is used to better advantage by supervisors, and its lacks are supplemented by them without loss of time; and the mutual responsibility which the institution and the supervisor share for the success of beginning

¹ Dr. Fannie Dunn, professor of rural education, Teachers College, Columbia University, New York, N. Y.

teachers is brought home to both. (See U. S. Bureau of Education, Bulletins, 1929, Nos. 3 and 28.)

Progress in improving the work of mediocre experienced teachers may be through direct or indirect attacks on the problem.

In attacking the problem directly supervisors use the cooperative services of superior, experienced teachers (see p. 7), and the more usual types of supervisory agencies, such as teachers' meetings, individual conferences, reports on systematic professional reading, and encouraging teachers to enroll in extension classes or attend summer school courses. Supervisors have made some progress in improving inexpert experienced teachers through intensive efforts along these lines. The transformation of mature teachers from the border line of failure into successful practitioners through direct attack remains a balling problem at best, even when teachers are amenable to supervisory suggestions.

The cause may lie in physical limitations or the trouble may be that they need professional rejuvenation; habit holds them in bondage. It is difficult to acquire the spirit of adventure or a new set of habits in the same environment in which wrong habits, attitudes, and emphases have for years been gaining the mastery. To meet this situation some supervisors propose, as a remedy, attendance for a year or longer at a teacher-training institution. This is often feasible since teacher shortage is no longer acute and it is possible to limit teaching personnel to those prepared to do good work; administrative officers are generally willing to grant leave of absence with or without pay, but with retention on the teaching force.

Among the benefits resulting from a year's leave of absence from the teaching service to attend school are; Rest that comes with freedom from the kind of responsibility to which they have been accustomed; opportunity for taking stock of achievements and for remedying deficiencies of which teachers are conscious but which they have lacked time and strength to remedy; and stimulating professional contacts with enthusiastic, well-prepared young people, with teacher-students of attainments similar to their own, and with faculty members possessing professional ambition and breadth of view. These elements in the situation often act as a veritable leaven and teachers, formerly liabilities to the school system, return after an extended absence prepared for years of usefulness.

Supervision itself may be considered a preventive measure. To the extent that supervisors succeed in giving young teachers the specific assistance they need, the number of inefficient teachers will be fewer each successive year.

Supervisors promote teaching success through careful studies of conditions and practices which contribute to the lack of progress of

inexpert teachers; of the characteristics of experienced mediocre teachers, both those who have remained inexpert and those who attain average expertness; and through analyses of supervisory practices and traits which apparently prove effective.

Conditions and practices which operate to prevent the acquisition of efficiency are: (a) Lack of supervisory assistance during the early years of teaching, resulting in the formation of wrong habits. (b) Ignorance of sources of help. (c) Failure to understand children. (d) Poor health conditions sometimes brought about through exhausting physical habits, such as speaking in high-pitched tones. (e) Lack of self-criticism. (f) Implicit belief that an extended experience is per se synonymous with teaching merit. (g) Use of school procedures recommended years previously at a teacher-training institution attended and continued in ignorance of the great number of changes introduced into elementary education as a result of research.

Experienced teachers who remain inferior over a term of years belong to one of two types: (1) Those who do just enough to get by, lack interest in their work, and use the good offices of friends to secure and retain positions irrespective of their professional preparation or competence. As teachers of this type are frequently socially popular and are considered good teachers by indiscriminating school patrons, they constitute an insurmountable barrier to educational advancement. (2) Those who are conscientious, sensitive, and timid, aware of and distressed over their incompetence, but unable to improve their professional efficiency or status.

A number of teachers after remaining at a low efficiency level for some time suddenly begin to improve, and grow gradually but persistently in teaching skill. Such teachers apparently possess a kind of intelligence which profits easily by touch-and-go professional opportunities; a determination to persevere in the face of discouragement; a broader life outside of school, affording interests tending to stimulate and to counteract discouragement; and ability to recognize special strengths and weaknesses and to make successful efforts to overcome deficiencies discovered and to use special talents to good effect.

Supervisors comprehending the significance of the conditions, practices, and teacher characteristics enumerated concentrate their efforts on evolving types of supervisory assistance calculated to bring about in each individual case a maximum return for effort expended.

The acquisition by supervisors of skill in the analysis of recitation procedures and in adjustment to the various individual differences among teachers, and growth in optimism, sympathy, and patience also facilitate progress in improving the instruction of mediocre experienced teachers.

Supervisors are discovering the potential significance of experienced superior teachers to the schools in which they teach and to the educational system as a whole. They are helping them to find outlets for their creative abilities and to organize self-initiated groups for the study of the newer teaching techniques. They are offering inspiration and guidance in experimental activities, are appointing them to serve as members of teachers' councils and committees and to assume responsibility by acting as special assistants to young, unprepared teachers in adjacent rooms or buildings or are "pairing" them with mature, less successful teachers doing similar work. A reported arrangement of this kind provides for each teacher needing a counsellor a fellow teacher near at hand to whom she may feel free to turn for help. In studying the results obtained by thus delegating responsibility to highly successful teachers the effect of the plan on the teacher rendering the service demands consideration as truly as its effect on the teacher helped. The movement has gone far enough to indicate that in the hands of a few supervisors, talented teachers have found satisfaction in using their gifts for the benefit of their colleagues, and teachers helped by them have been stimulated to attainments not previously reached.

Superior teachers may contribute to the educational welfare of their colleagues by sharing with them professional materials which they have collected. Classified collections of materials made accessible through use of filing and card-index systems with libraries of well-selected professional books and magazines are necessary as working tools for teachers.

ADAPTATION OF SUPERVISION TO LARGER RURAL SCHOOLS

Supervisors have recently begun to consider carefully the adaptation of supervision to larger rural schools whose principals, relieved of teaching part of the time, are charged with administrative responsibilities for the school system and are expected to supervise instruction. Certain minimum qualifications are essential for such principals, and specific and clear-cut assignment of their supervisory duties on the part of administrative officers is advisable. In accordance with the above, supervisors suggest that only well-prepared successful teachers, with some variety in teaching experience and with marked potentialities for the successful performance of the duties devolving upon a principal, should be eligible to the principalship, and that in case both supervisors and principals are charged with responsibility for improving elementary instruction in the same school building, administrative officers should decide which supervisory duties are to be delegated to supervisors and which to principals.

Interest in the potential significance of the principalship as a means of improving elementary-school instruction is rapidly increasing. It is a result in part of the recent emergence of the city elementary-school principal from a routine teacher, clerk, and administrator into an educational leader, with supervision as one of his main duties, which suggests the possibility of a similar emergence of the rural-school principal; of the increased number of consolidated schools in rural communities; and of the provision in many summer schools of courses on problems of the elementary-school principal.

ADAPTATION OF SUPERVISION TO INDIVIDUAL DIFFERENCES AMONG TEACHERS

Reaching the individual in the group is as truly a touchstone for good supervision as for good teaching. Supervisors are supplementing adaptations to group differences among teachers by adaptation to individual differences brought to light through the former procedure, so far as time and other limitations permit. Visitation of classes and individual conferences afford opportunity for discovery of individual teacher needs. Mobile placement systems enabling supervisors to transfer teachers among buildings and localities are advantageous from this standpoint.

II. UTILIZATION OF RESULTS OF RESEARCH AND PARTICIPATION IN EXPERIMENTATION

Supervisors change school procedures in accord with results discovered through research and promote research among teachers. The service of research is conditioned by the use made of its results by teachers in their everyday classroom work. Dr. B. R. Buckingham, in appraising the effect of research upon teachers participating in it, states that research will react to vitalize and dignify the work of teachers. "It will confirm or disprove or modify conclusions of psychologists as their general conclusions are applied to particular pupils; it will even, in the form of a repetition of experimental procedures, make more convincing and meaningful many facts already believed on the authority of research; above all, it will suggest the nature and the reasons for developing better techniques." Among significant problems for whose solution research has proved of much assistance are those relating to promotion and failure, education of atypical pupils, improvement of classroom procedures, and the proper functioning of teachers' meetings.

IMPROVED PROMOTION PROCEDURES

Recent research findings of interest to supervisors are: (1) The habit of failure is often acquired to the detriment of the pupil's entire mental life; (2) many pupils, able to do more advanced work and

not permitted to do so, acquire the habit of putting forth half-hearted efforts; (3) conditional promotion of pupils on the border line of failure and extra promotions of gifted pupils are generally followed by their making good; (4) pupils, compelled to repeat work, often fail to do better the second time.

As a result of supervision more teachers are assisting "recoverable cases," pupils who on receiving special help make good and can be restored to their regular classes; studying pupils' mistakes of most common occurrence, and frequency of each type of error; and are adopting appropriate measures for the prevention and correction of errors, such as providing specific drills, and the like; promoting individual pupils whenever they are ready to do the work of the next higher class and basing promotions on the composite result attained through the use of standardized intelligence and achievement tests supplemented by informal objective tests and teachers' records of daily classwork.

EDUCATION FOR ATYPICAL PUPILS

The results of intensive studies of failure and promotion in school systems are convincing proof that provision should be made for school laggards with inferior intelligence. Children, failing in their work because of mental disability, dislike school, profit little by attendance, and develop habits of idleness. In some cases the only adequate remedy involves segregation. The number of children for whom segregation may be necessary is becoming relatively greater, due to compulsory education laws of wider scope.

Little has been done to provide for the special education needs of atypical pupils attending rural schools. This, in spite of the fact that the tendency of defectives to gravitate to small villages or rural communities where competition is not so keen and living costs not so high as in the city and to stay there, has been noted by several investigators. Assuming that this tendency continues, it and the laws of heredity will work to increase the number of subnormal pupils attending village and rural schools. The need for action is thus evident.

Supervisory interest in making intelligent provision for the needs of atypical rural school children is keen, and supervisors are laying the foundation for the serious work along this line which must be undertaken in the next decade. Among activities of this kind are:

- (1) Obtaining information and assistance from State directors of special classes in States in which such officials are employed.
- (2) Studying magazine articles and recent books devoted to special phases of the problem. Among such books are: *The Education of Handicapped Children*, Wallin; *The Problem Child in School*, Sayres; *Education of Gifted Children*, Hollingsworth; *Teaching Dull*

and Retarded Children, Inskeep; Mental Abnormality and Deficiency, Pressey and Pressey; Making Citizens of the Mentally Limited, Whipple; What Shall the Public Schools Do for the Feeble-Minded? Davis. Among the magazines containing articles on special phases of the problem are *Ungraded*,² *The Training School Bulletin*,³ and *Mental Hygiene*.⁴

(3) Securing the services of psychologists and psychiatrists: A number of these specialists are on the staffs of guidance and other clinics established in certain cities and institutions, and their services in examining children suspected of serious mental defect are available to a limited extent, upon request, to rural school supervisory officials.

(4) Spreading information based on surveys of mental defects in rural school areas concerning such facts as the probable number of mentally defective children in the rural communities of the State as a whole; the relation which has been found to exist between mental defect and juvenile delinquency; the contributions which such organizations as State councils of social agencies, parent-teacher associations, and organized groups of public-spirited men and women make toward creating a public opinion favorable to the assumption by school administrative officers of a larger share of responsibility for the education of atypical children.

(5) Suggesting to administrative officers the need of teachers with special training to instruct children recommended for segregation by experts after physical and mental examination, and of special classes enrolling few children in order that they may receive individual instruction.

(6) Explaining to patrons the difficulties presented by retaining in regular classes children who are seriously handicapped mentally; the discouragement felt by subnormal pupils and by their teachers because of low accomplishment; the undue attention and time which such children demand of teachers; the increased seriousness of dealing with defectives as they approach the upper limit of the compulsory education age.

TEACHER-RATING SCALES AND RECITATION CHECK LISTS

Supervisory officers and teachers are generally in agreement that the use of adequate rating scales and recitation check lists improves classroom procedures. They are eager to develop the best scales and check

² *Ungraded*, a monthly magazine now in its eleventh year, devoted to the study of problem children, is published at the office of the New York City Board of Education by the Ungraded Teachers' Association of New York City.

³ *The Training School Bulletin*, now in its twenty-third year, devoted to the interests of those whose minds have not developed normally, is published at Vineland, N. J.

⁴ *Mental Hygiene*, a quarterly in its eleventh year, which aims to bring dependable information to every one whose interest or whose work brings him into contact with mental problems. Published at Albany, N. Y., by the National Committee for Mental Hygiene.

lists possible. Much intelligent effort has gone into their development and many different types devised. A number of supervisors are making use of them. They recognize, however, that all rating schemes so far devised are defective for both scientific and administrative reasons as instruments on which to rely wholly in evaluating the work of teachers or in determining salary increments or promotions. Such instruments as the scales for rating problem and drill techniques developed by the department of classroom teachers are valuable for the specific purpose for which they were constructed and as predictions of better scales to be evolved through the cooperation of teachers, supervisors, administrators, and research workers. A scale of considerable service to supervisors and teachers is one which enables them to compare teachers' techniques with standard accepted practices and to learn through its use (a) activities which enter into skill in teaching and into the mechanics of managing a class; (b) qualities which enter into teamwork; (c) qualities which are essential to growth and to keeping up to date; (d) personal and social qualities which are most necessary for the teacher to possess.

Some supervisors recommend check lists as a means of analyzing the class recitation, pointing out its strengths and weaknesses. They can thus suggest changes in procedure at crucial points in the progress of the recitation.

USING TEACHERS' MEETINGS TO GOOD EFFECT

Probably no other supervisory agency has been so generally used over so extended a period by rural superintendents and supervisors as teachers' meetings. Only recently have their program offerings been subjected to analysis and evaluation. Reports of a recent study⁵ indicate that changes are taking place in both size and number of meetings and in program offerings.

Many supervisors substitute sectional meetings for the traditional county-wide meetings or supplement the traditional county-wide meeting with several sectional meetings. In sectioning they use the following as bases: Geographical area, type of school, grades taught, or preparation and experience of teachers.

Program offerings are improved through (a) shift of emphasis on the type of offering; (b) addition of new features; (c) better prepared addresses or other contributions; and (d) provision for increased participation by teachers.

Programs show a shift of emphasis from addresses as the main feature to discussions based on addresses and demonstration classes. Teachers have helped bring about this improvement in a number of instances by evaluating and ranking program activities in the order

⁵U. S. Bureau of Education, Bulletin, 1929, No. 28.

of their relative value and suggesting changes and additions for future programs.

Among the additional features provided are informal discussions (whose initiation is not dependent upon addresses or demonstration teaching), designed to shed further light on subjects concerning which considerable differences of opinion prevail among teachers.

Program participants are county or other local educational workers familiar with special needs, and other experienced persons who base their contributions on the results of educational research, modern current school practices, and recent expert information. Substituting for—or in addition to—program offerings, whose chief aims are to “inspire” teachers or to contribute to their general culture or to their recreation, special and local needs are receiving increasing attention.

Increased participation on the part of teachers is due chiefly to the distribution of assignments prior to the date of the meeting. Teachers definitely prepared take part in discussions creditably. It results, also, naturally from the shift of emphasis, the additional features, and the better prepared personnel previously discussed.

III. MORE INTELLIGENT APPROACHES TOWARD THE SOLUTION OF CERTAIN PROBLEMS

Among the outcomes of improved supervisory practices are: (1) Better organization of the supervisor's time; (2) more interest on the part of teachers in keeping records and in using and compiling statistics; (3) the development of an esprit de corps among teachers; and (4) the establishment of criteria for the choice and use of school materials and equipment.

ORGANIZATION OF THE SUPERVISOR'S TIME

Studies made by supervisors are resulting in more equitable distribution of the time of both superintendents and supervisors, thus pointing the way to increased efficiency. Reports of such time distribution studies as are found in Bureau of Education Bulletins, 1926, No. 12, and 1927, No. 15, are valuable as initial investigations of a subject whose further detailed study should lead to (1) a more careful limitation of a supervisor's work to supervision interpreted from a modern point of view, and (2) improvement of the technique of supervision. The latter should enable a supervisor, after a careful analysis of conditions, to choose agencies and means best adapted to render efficient service to teachers and schools.

RECORDS AND STATISTICS

Before determining the kind of records to be kept the tendency is growing to consider carefully the uses to which records are put and

to ascertain progress made in their standardization, in order that the type of record adopted may make it possible to measure progress and to compare achievements in any county or State with achievements along similar lines elsewhere.

Supervisors possessed of at least a rudimentary knowledge of statistics and statistical method may assist teachers to appreciate that figures assembled in State, Federal, and other educational reports have value in the improvement of elementary instruction when pertinent data are selected and the items presented in such form as to show significant facts; to use statistical tables containing specific information relating to instructional problems; and to tabulate, graph, and prepare statistical summaries of such data as test scores, pupils' marks, and the like.

DEVELOPING AN ÉSPRIT DE CORPS

The quality of the work of supervisors and teachers is influenced by relationships among the individuals in the group. The establishment of right relationships becomes increasingly significant with the adoption of classification schemes similar to those previously discussed, if a spirit of comradeship and of general good will is to prevail.

Development of an esprit de corps avoids the display among teachers of undesirable personality traits and manifestations of unsocial behavior which prove obstacles to the retention of a competent teaching corps and lower the teaching morale.

Harmonious adjustment of members of the teaching staff to one another achieves the following, among other favorable results: Teachers whose merit has received conspicuous recognition manifest a desire to contribute to the success of their former coworkers whenever opportunity offers. This relationship has a tendency to intensify among members of the teaching group concerned the ambition to excel as teachers, to raise the general level of teaching attainment in the group as a whole, to attract favorable attention from teachers and school patrons generally, and to cause administrative officers, in the case of vacancies in higher-salaried positions, to consider qualifications of the local teachers before going outside the immediate group.

CRITERIA FOR CHOICE AND USE OF SCHOOL MATERIALS AND EQUIPMENT

The statement by Dr. Charles H. Judd that a supervisor should be able to give a critical estimate of teaching materials commends itself as sound. If modern instructional materials are to be adopted to any extent or to owe their adoption to anything but chance, it will be largely through the efforts of supervisors who

should appraise equipment and materials for teachers and school-board members.

Supervisors introduce teachers to criteria formulated for evaluation and selection of textbooks by such investigators as Fowlkes, Maxwell, and Spaulding.⁶ Textbooks should be adapted to the specific purpose for which they are to be used, and to modern methods of teaching the subject; should give accurate and authoritative information free from personal bias, and show, in their organization, the influence of scientific studies in education.

Supervisors work to establish the habit among school people generally of postponing selection of textbooks in all instances until there has been ample opportunity to examine carefully, with the use of criteria, representative publications.

To meet the marked present-day demand on the part of teachers for self-teaching practice and corrective materials, commercial equipment of high standard, adapted for drill and instructional purposes in such subjects as reading, language, and arithmetic, is available. Trained psychologists have recently given considerable attention to the development of this kind of equipment.

Materials properly selected and used (1) lend themselves to the development of social-group consciousness, the cooperation of children in timing work done, in pronouncing words, in correcting written exercises, and the like; (2) indicate the mental level of pupils, due to the fact that intelligence is an important factor in the standard of achievement reached by pupils working with certain kinds of materials; (3) permit assignment on a piecework basis, thus stimulating backward, average, and superior pupils to work to the limit of their respective capacities and to reach appropriate goals; and (4) enable teachers (a) to make adjustments to individual pupil needs and (b) to check progress made. Checking progress becomes possible when materials are at hand which are varied in content but equivalent in difficulty to those used previously.

Among the social and integrating values of auditorium programs promoted by supervisors are the following: (1) Pupils of different grades learn from one another; (2) pupil auditors ask questions of pupils participating; (3) different pupils participate in programs of successive assemblies; (4) following the auditorium period pupils discuss the programs in their own classrooms and are held responsible by teachers for responses appropriate to their mental and educational status; (5) pupils discuss and vote for the features in a series of auditorium programs which they have most enjoyed or which have added most to their fund of information.

⁶ Evaluating school textbooks, John Guy Fowlkes; The selection of textbooks, Charles Robert Maxwell; and Measuring textbooks, Frank Ellsworth Spaulding.

IV. FURTHER DEVELOPMENTS

Further developments relating to the achievements considered in this bulletin are urgently needed. The following pages present a few suggestions and some information as to present conditions and their causes. Recommendations made in conferences or in print by various State and local supervisors and members of staffs of teacher-preparing institutions have been drawn upon freely in their preparation.

1. Educational officers, especially supervisors, should redouble their efforts to the end that teachers be employed who have standard preparation (high-school graduation followed by two years of professional training).

2. In the adaptation of supervision to the needs of varying teaching groups, supervisors need to develop skill in helping inexperienced normal-school graduates to make such adjustments and adaptations as are necessary to enable them to fit into a practical classroom situation, and to understand and to suggest remedies for the conditions which beginning teachers find unsatisfactory whether in or outside the schoolroom.

3. Supervisors and instructors in teacher-training institutions should interchange points of view and formulate a practical program for unifying the preservice and inservice preparation of teachers. In carrying out the above objectives instructors and supervisors should inform themselves as to progress made in each other's respective fields; they should reach an understanding as to what constitutes a good teacher; they should cooperate in the use of promising new techniques, such as a comparison of the ratings of teachers in training and teachers in service, and job analyses of the work of rural teachers.

4. Interest in the supervisory needs of large rural schools is becoming so keen that progress in working out a type of supervisory program especially adapted to this purpose may be anticipated. Studies of the elementary-school principalship in rural communities are not yet available in large numbers. Experience indicates that many principals employed in such schools are interested primarily in high-school work. They aspire to hold in the future successive principalships of increasingly larger high schools. Considerable difficulty is met by administrative officers in finding principals equally well-prepared for supervising both secondary and elementary grades.

One plan proposed for rural schools including secondary and elementary grades is: Assignment to the principal of *administrative* responsibility for both departments, *supervisory* responsibility for instruction in the high-school department, and the teaching of one

or more high-school classes, depending on the size of the school plant; and to an assistant the supervision of the grades with teaching duties from one to four hours a day, depending upon the number of elementary teachers. This plan avoids dual control of elementary and secondary education: it does not demand the impossible of principals; and it affords opportunity for the principal and supervisor to become intimately acquainted with the problems of the teachers.

5. Rural school supervisors should become increasingly effective in research activities in order to meet the needs of better prepared teachers and to provide more equitable instructional opportunities for rural school pupils. As more teachers receive definite preparation for promoting and utilizing the results of research in teacher-preparing institutions they will not only stand ready to cooperate with supervisors in carrying on research activities but will expect supervisors to provide opportunities and guidance.

6. It may be expected that State and university research bureaus will devote an increasing share of attention to the scientific study of rural-school administration and instructional problems and will initiate an increasing number of such studies as rural-school superintendents and supervisors show an appreciation of the value of research.

7. Adequate provisions for the education of mental defectives in rural communities should be made.

8. The development of a higher type of teachers' meetings is needed. This will require many departures from tradition and precedent, and the freest encouragement of teachers' cooperative efforts in vigorously attacking vital instructional problems to the end that work done in teachers' meetings shall be as truly and soundly educational as that performed in teachers colleges.

The distribution among teachers and discussion by them of reports of educational conferences of various types, in which the programs attain high standards, is suggested. The two following paragraphs illustrate the wealth of appropriate material available:

A recent magazine article contains a good account of a successful effort in Lamar County, Ala., to integrate the year's series of teachers' meetings with the supervisory program. The inception of the effort arose from a study at the first teachers' meeting of the year of typical current errors made by teachers of the county in their letters of application for teaching positions. The study resulted in a determination to vitalize language teaching and to formulate objectives for a supervisory program, including a series of teachers' meetings with this in view.

Another example of an educational program reaching a high standard may be cited: The National Council of Geography Teachers, which met in cooperation with the American Association for the Advancement of Science, at Philadelphia, on December 14, 15, and 16, 1926, placed on the program 41 well-known geog-

raphy teachers and supervisors representing 14 States. The three sectional meetings were devoted respectively to geography teaching in the elementary grades, in junior and senior high schools, and in teacher-training institutions. In each of the sections demonstration teaching exercises and round-table conferences were held. The topics considered concerned modern objectives and aims in and procedures for the teaching of geography such as: (1) Familiarizing pupils with the technical vocabulary of geography; (2) formulating criteria for the choice and use of geographic materials; (3) concentrating on the better functioning of socialized recitations, so that the information acquired therein will influence more out-of-school discussion and interchange of opinion; (4) creating enthusiasm for acquiring geographical knowledge because of its enhancement of the enjoyment of leisure.

CONCLUSION

This study of developments in supervision discloses encouraging evidence of progress in improving the professional equipment of teachers, in utilizing results of research, and in selecting more intelligent approaches to the solution of instructional problems.

Much remains to be done. Progress along the above and other lines should become increasingly effective and rapid to the extent that (1) educational resources connected with agencies such as State educational associations, State departments of education, the Federal Bureau of Education, institutions for the preparation of teachers, and those still more vital resources inherent in the creative energies of teachers, are available to and used by rural educational administrative and supervisory officials; and (2) conditions under which supervisors work enable them so to limit their supervisory loads that they are able to initiate a long-time program and periodically to take stock of achievements and to check the effectiveness of the program as it progresses.