

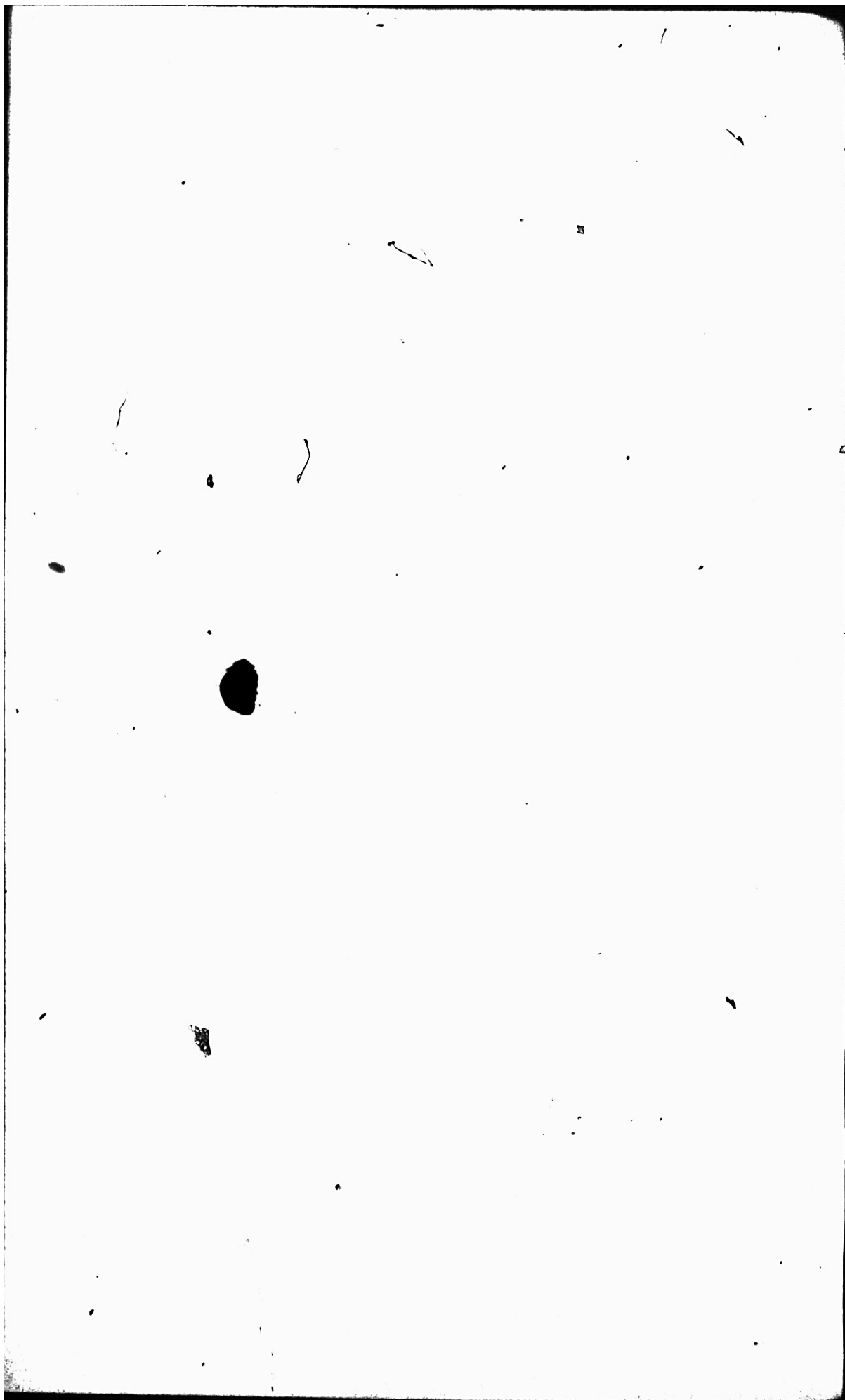
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**BULLETIN**

**NO. 18**

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## LETTER OF TRANSMITTAL

DEPARTMENT OF THE INTERIOR,  
OFFICE OF EDUCATION,  
Washington, D. C., 1931.

SIR: Improvement in country schools is greatly to be desired. Procedures used in one State to accelerate progress are of interest to those confronted with similar education in other States. A recent bulletin of this office, Supervision and Rural School Improvement, presents information concerning progress made in a number of States and counties in which local supervisors assist county superintendents along this line. In conference with State departments of education, your Commissioner discovered that in Minnesota, Missouri, and North Dakota the State superintendents' staffs and in Idaho the State normal school staffs have carried on during the past few years programs for the improvement of rural school instruction which, while differing widely from plans used in some States in which local supervisors are employed, have met with a high degree of success in the States concerned. Accordingly, I requested Miss Annie Reynolds, associate specialist in school supervision in this office, to make a study of these programs. This manuscript is the result of the study. I recommend its publication as a bulletin of this office.

Respectfully submitted.

WM. JOHN COOPER,  
Commissioner.

The SECRETARY OF THE INTERIOR.



## FOREWORD

The purpose of this bulletin is to present information relating to State programs for the improvement of rural school instruction in four States. The educational background conditioning the development of the plans and the points of view held by the State education officials responsible for such development in the respective States have differed considerably. There are, however, so many points of resemblance in these and other matters that it has proved feasible to organize the information relating to each of the four States along similar lines.

In the account of the program in each State, attention is devoted to its historical development, to its administration at the present time, and to activities of the education officials to whom is entrusted its execution. Each account closes with a brief summary of achievements to date. Under the administration of the program at the present time, provisions contributory to its success, including legal, personnel, financial, and others relating to annual arrangements prior to the beginning of field work, are discussed. Under activities, the chief topics considered are individual conferences, school visitation, teachers' meetings, office duties, follow-up work, school inspection, school board conventions, and community work.

The relative amount of space given to the respective items enumerated above in the following presentation of State programs varies considerably. This is due in large measure to the comparative significance attached to these various specific features in the State programs considered. In one State, for instance, a certain activity may receive considerable emphasis; in another State no information, or at most very little, is available concerning efforts made along lines indicated by the activity; in the third case, available information indicates that education officers employed to carry out the State program are directed to spend no time or effort upon the activity. Under these circumstances the activity in question is discussed at some length, quickly passed over, or omitted altogether in the following presentation. It is thus evident that the viewpoint of responsible State officials is rightly one of the chief factors determining the scope and content of the four sections devoted to State programs in this bulletin. The information is based upon the following, among other sources: Individual conferences and correspondence with State education officials, their published reports, and copies of circular letters and other materials distributed by them. Every effort has been made to picture the situation as objectively as possible.

# CERTAIN STATE PROGRAMS FOR THE IMPROVEMENT OF RURAL SCHOOL INSTRUCTION

## The Minnesota Program

*Historical development.*—Prior to 1918 teachers' institutes in Minnesota were of the inspirational, heterogeneous type which prevailed in the majority of States for some years after the turn of the century. In 1918 a new type of institute was initiated. Since that date institute work in Minnesota has been planned, directed, and financed by the State department of education. From 1918 to 1925 institute instructors were recruited from the State teachers colleges. These institutions released their heads of rural education for the fall term of each year to serve under the leadership of the State institute director (a member of the State department of education staff) as conductors of institutes. The institute conductors were assisted by experienced teachers chosen from various sources. The institute staff gradually increased in size until in the fall of 1921 it consisted of 12 regular institute conductors and 4 part-time assistants. The institute program generally covered a school week of five days and consisted of talks, discussions, demonstration teaching, and a presentation of exhibits of helpful materials of instruction. In order to plan the fall program, the State commissioner of education followed the practice of calling a conference of all institute instructors during the last week of August. Attendance of teachers at the institutes was compulsory unless they were excused by the county superintendent. If schools had opened before the institutes were held, the local school boards were required by law to pay teachers' salaries for the time they were in attendance.

Many features of the work thus briefly presented have continued in force. Experience, however, demonstrated that the plan included certain major defects. There was no provision for direct contact on the part of institute instructors with the class work of teachers as a basis for institute instruction. Certain school boards objected to paying a week's salary to absent teachers. Rural education courses in State teachers colleges suffered through the absence of rural education department heads for three months annually. By 1925 the time for reorganization had come.

*Administration in use at the present time.*—The following paragraphs contain information indicating the legal basis, the institute personnel, the adequate financing, and the careful preliminary arrangements upon which the present institute program rests.



Largely through the efforts of the State commissioner of education the legislature of 1925 made provision for the reorganization of teachers' institutes through the enactment of a law which included the following sections:

The State commissioner of education shall provide for teachers' institutes in the several counties of the State for the professional instruction and training of teachers. He shall designate the county or counties for which such institutes are to be held, and the times and places of holding the same, and shall employ instructors and lecturers therefor. Each institute shall continue for not to exceed one week. In the discretion of the commissioner and in cooperation with the county superintendent of schools, institute instructors may visit schools in the county for not to exceed four days in connection with any institute. . . .

It shall be the duty of every teacher in an ungraded elementary school in the county to attend such institute during its entire duration, unless excused by the county superintendent for cause. Every teacher who has been in attendance at such institute shall receive from the county superintendent a certificate indicating the days attended, which, when presented to the clerk of the school district in which the teacher is employed, shall entitle the teacher to full pay for the time her school has been closed on account of actual attendance at such institute.

In accordance with the responsibility delegated to him by this law, the State commissioner of education, prior to the 1925 institute season, solved the personnel problem by appointing three women to serve as institute instructors during a 10-months' year. Each held a master's degree in education, had a wide range of experience extending from rural school teaching to the training of prospective rural teachers in Minnesota institutions, and possessed to a marked degree the ability to cooperate with others and to initiate procedures adapted to win the cooperation of others. Fortunately for the success of the plan, these original appointees have continued to serve to date. By 1929 the demand for institute service had increased to such an extent that a fourth institute instructor was added to the staff.

Undoubtedly one of the elements of strength in the Minnesota plan is found in the staff organization within the State department of education itself. The same person has continued in charge of institute work for a decade or since 1920. This official is thoroughly acquainted with Minnesota rural educational conditions based on several years' experience as county superintendent, as institute instructor, and as member of the State department of education. She instructs in a certain number of institutes and conducts several conferences of institute instructors each year. She carries on considerable correspondence with county superintendents relating to institute work and receives from each a report of the activities carried on during the week spent by the institute instructor in the county.

The State department of education assumes almost the entire expense of teachers' institutes. Services of the institute instructors are given by the State to all county superintendents requesting them. The only cost to the counties is that of local arrangements, a minor item.

Work of institute instructors includes two field periods and two office periods. The first field period extends from early September to the middle of December. From 50 to 60 of the 84 counties in Minnesota receive the benefit of this service during this time. The second field period extends from February to the first of May. During the latter period institutes are held in most of the counties which it was impossible to include in the earlier period, and follow-up work is carried



on in a number of counties visited during the fall. Preliminary plans for fall institutes are initiated each year in July by the State institute director who sends a circular letter to all county superintendents asking them to fill out and return an inclosed institute requisition form. County superintendents respond to the request promptly. In filling out this form they give their first and second choice of preferred dates for institutes, state whether or not they wish to have the institute instructor spend some time in school visitation with them, and indicate the place at which they would like to have the institute held. They also suggest the type of assistance they desire in connection with the institute and school visitation. The institute director, in completing her plans, meets the wishes of county superintendents so far as is possible along the above lines. Necessary readjustments are made in dates. Early in September she distributes to county superintendents the permanent schedule, including the list of counties with date and name of institute instructor assigned to each, up to the middle of December, in order that superintendents may make necessary local arrangements.

Following the distribution of the schedule the State institute director and the four institute instructors hold a conference at the State department of education. Frequently other members of the State department of education attend and participate in certain sessions. Together they discuss plans and the wishes of county superintendents and details of the work to be done. Following the conference, each institute instructor goes to the county assigned her for the first week's work, and the institute program is under way. A similar procedure governs arrangements for institutes held during the second institute period, February, March, and April. Effort is made to equalize institute opportunities. Counties obliged to wait for the second institute period one year are, if possible, assigned institutes during the first period the following year.

*Activities of institute instructors.*—Activities of institute instructors in Minnesota, as described in this bulletin, include individual conferences, school visitation, teachers' meetings, office duties, and community work.

Upon arrival at the county seat the institute instructor confers with the county superintendent at his office, or while driving to the various schools, concerning his plans for school visitation and the teachers' institute. The institute instructor assists in selecting types of rural schools and teachers to visit and special points to check during classroom observation. Upon request she advises the county superintendent concerning such items as textbooks helpful in specific fields, plans for teachers' study groups, and various matters relating to the policies of the State department.

If the weather is bad, or if any other local condition seems to militate against school visitation, the institute instructor and the county superintendent spend the days preceding the institute in conference at the county superintendent's office. They consider the condition of schools with reference to instruction provided, types of teachers likely to need most help, and the like. Generally, however, institute instructors spend from one to four days in a county visiting schools, observing the work of an average of four rural teachers daily.

A quick overview of the school's achievement is taken by the institute instructor, who looks at the teacher's daily program and plans, blackboard assignments, seat work, texts, library, and other



equipment. She checks the grade placement of subject matter in order to ascertain whether the teacher is following the outlines of the State elementary curriculum. She observes regular classes or asks the teacher to present some work she has been doing in the subjects to be discussed at the institute. These observations often result in a request that the teacher report at the institute on some especially helpful teaching activity. After the observation, the teacher confers with the institute instructor on any problem which may arise. Suggestions given are of a constructive character, and great care is taken to leave the teacher stimulated and eager to try out new plans.

The visits are kept on a friendly, cooperative basis. A return visit is made to certain counties three or more months subsequent to the time of the first visit. In the limited number of counties to which they are able to return in the spring, institute instructors check on the results of school visitation and institute work of the fall and, in cooperation with the county superintendent, plan types of remedial measures apparently needed.

In connection with school visitation, institute instructors each year make a special study of some selected phase of school work. In this way they have studied intensively the spelling achievement in 20 counties, reading achievement based on Thorndike and McCall reading tests in 12 counties, and in a more general way the age-grade progress, standards of housekeeping, self-rating of teachers, content of rural school libraries and pupils' use of library books, errors in English based on informal and standardized tests, and textbooks and references used in geography. Such studies, combined with school visitation, have proved valuable in enabling institute instructors to assist county superintendents to solve their special problems and to plan and carry out county supervision programs.

A county-wide teachers' meeting (always called a teachers' institute in Minnesota) closes the week. In order to provide for forward-looking, systematic instruction, a 5-year institute program designed to cover the teaching of the several elementary school subjects as outlined in the Minnesota curriculum for elementary schools has been developed. Improvement in teaching certain subjects (known as "constants") is stressed each year throughout the State as indicated below:

In 1928-29, reading, language; 1929-30, history, citizenship; 1930-31, geography, environment, industrial arts; 1931-32, arithmetic, health education; 1932-33, English, spelling, writing.

The following outline of the points emphasized in history and citizenship in 1929-30 illustrate the plan:

1. Reading abilities essential for the comprehension of history; location and selection of materials; knowledge of history vocabulary; effective study habits.
2. Objectives in teaching history.
3. Organization, aims, content, and standards of achievement of history teaching for primary, intermediate, and upper grades, according to the curriculum for elementary schools.
4. Demonstrations to illustrate lesson types. The instructor of the local high-school training department using her own students, or an elementary teacher using sixth-grade pupils, demonstrated a good method of teaching how the spirit of adventure developed by the Crusades stimulated interest in travel and trade. The institute instructor using the teachers present as a class gave a development lesson on the Caribbean policy of the United States. This latter lesson fitted into the study of the United States as a world power, as outlined in the curriculum. Its choice enabled the institute instructor to bring home to teachers the necessity of keeping themselves informed on current events transpiring in Caribbean countries in order to teach the subject of the United States as a world power effectively.



5. Organization, aims, content, and standards of achievement of citizenship teaching for primary, intermediate, and upper grades.

In addition to the curriculum constants, institute instructors include certain variables, such as problems growing out of teachers' needs as revealed by themselves, by superintendents, or through the institute instructor's observation of classroom work, and units used as a follow-up of the institute work of previous years. Variables discussed at institutes during 1929-30 included principles underlying the organization of daily rural school programs, the teaching of primary reading and related seat work, diagnostic and remedial teaching of intermediate and upper grade reading, and the teaching of ideals through the study of biography.

The quantity of illustrative materials carried by Minnesota institute instructors and the use to which they are put constitute a rather unique feature. The materials are exhibited in a conspicuous place in the institute assembly room in order that teachers may have an opportunity at the social and recreational periods included in each half-day session to examine them. They include maps, charts, pictures, pamphlets, and library books for reference readings on the subjects presented for the year.

The county superintendent has two periods a day allotted to him. During the first period he presents local plans and problems; during the second period, persons employed in furthering progress along lines intimately related to rural education, such as the county nurse, county agricultural agent, and Red Cross workers, frequently present their programs to the institute.

Every effort is made to secure and to increase the participation of teachers in round table reports, general discussions, short physical activity periods, opening exercises, and demonstrations.

In gaining new insights into the supervisory possibilities connected with school visitation and teachers' meetings, institute instructors receive much assistance from county superintendents. They systematically seek from these officials information designed to facilitate improvement in these two supervisory agencies. They confer with superintendents informally and consult the reports these officials furnish the State institute director. In these reports superintendents offer suggestions for the work of the ensuing year, state along what specific lines the institute has been most helpful, and indicate how, in their opinion, the work offered could be strengthened.

Below is an outline of a typical 2-day institute program used in the fall of 1930:

### FIRST DAY

#### MORNING SESSION

*Opening exercises.*—Demonstrations of activities supplementing regular school subjects.

*New viewpoint in geography.*—Presented by the institute instructor.

*Short activity period.*—Physical exercises given by member of group. (Repeated at afternoon session.)

*Development lesson on winds and rainfall.*—Demonstrated by institute instructor using teachers present for her class.

*Recess.*—(Given during both morning and afternoon sessions both days.)

*County superintendent's period.*—Presentation of local plans and programs.



## AFTERNOON SESSION

*Travel talks by teachers.*—Accounts of vacation trips helpful in vitalizing geography teaching.  
*Demonstration lesson: A study of the stars.*—High-school training department instructor and students.  
*Round table.*—Teachers' accounts of actual achievements in teaching geography and nature study.  
*County superintendent's period.*—Addresses by outside speakers.

## SECOND DAY

## MORNING SESSION

*Opening exercises.*  
*Socializing reading activities.*—Follow-up talk based on the previous year's work on teaching upper grade reading presented by institute instructor.  
*Primary language unit.*—A discussion of correlations possible between social studies and language in second and third grades.  
*County superintendent's period.*

## AFTERNOON SESSION

*Demonstration language lesson.*—To illustrate correlations. Topic, "The First Weaver."  
*Suggested activities in fifth and sixth grade social studies.*—Correlations between the teaching of Minnesota history and geography outlined. Use of informal objective sixth-grade history tests explained.  
*Results of State board examinations.*—A diagnosis of typical errors made by pupils in reading, history, and geography, and suggestions for remedial teaching.  
*Standards of beauty in the classroom.*—Project to be carried on throughout the school year by rural school teachers and pupils, based on Design in the Schoolroom outlined in the State curriculum.

It will be noted that the foregoing program includes a demonstration lesson by a high-school training department instructor and students. It may be added that in order to understand the type and scope of preparation which prospective rural teachers receive the institute staff keeps in close touch with all teacher-training institutions of the State.

In addition to the two field periods the institute instructors' year includes two office periods. The first extends from the middle of December through January; the second includes the months of May and June. During the first period plans are made for institutes in counties not visited to date during the current school year, and for follow-up work in counties to which instructors will return for this purpose. Institute instructors devote the month of May to a review of work accomplished during the year, to the formulation of studies made, and to the organization of information to be used the next year in connection with institutes. They prepare materials containing results of various studies useful in supplementing the curriculum for distribution to teachers in printed form. Teachers are especially interested in consulting and using the information thus collected subsequent to having their attention called to it during institute week. During the month of June institute instructors give considerable time and study to the results of the State board examinations which eighth-grade rural school pupils throughout the State write in the spring. The institute instructors determine from their study of the examination papers which pupils have met the standards established for completion of the work of the elementary grades. In



addition, these officials go over the papers carefully in order to ascertain weaknesses in the teaching of these pupils. Deficiencies common to many papers are outlined for the purpose of planning remedial measures to prevent their recurrence during the following year.

Community work, the activity enumerated fifth and last in the list of activities of institute instructors, plays a minor rôle in the Minnesota program. Participation in community meetings occupies but little of institute instructors' time. Occasionally they deliver evening addresses at meetings of parent-teacher associations and similar organizations.

As institute instructors are employed for 10 months a year, they are free during the summer to rest, travel, study, teach in summer schools within or without the State, or participate in various types of educational programs. They have put these opportunities to such good use that it may safely be said that the summer-time activities of Minnesota institute instructors have greatly broadened their own educational viewpoints and have helped to raise the standard of rural school instruction in several other States.

*Summary.*—The following summary calls attention to the effect of the Minnesota State program for the improvement of rural school instruction upon county superintendents, rural school teachers, and the curriculum; and the part played in the development of the program by its organization and execution and by the personnel responsible therefor.

1. County superintendents and teachers show an increasing demand for and appreciation of teachers' institutes.

The authority to request an institute has been left to county superintendents in Minnesota. Institutes are never obligatory. The value placed upon them by county superintendents is indicated by the fact that 92 were held during the school year 1928-29; 106 during 1929-30.

2. Institute work in Minnesota is truly a form of in-service training for county superintendents as well as teachers.

County superintendents listening to and participating in conferences held with individual teachers following school visitation learn much from the institute instructor's comments and questions concerning supervisory objectives and techniques.

3. Institute instructors keep constantly in mind the use made by county superintendents and teachers of the State elementary curriculum.

They use all available opportunities to interpret and enrich the Minnesota curriculum for elementary schools and to aid rural teachers in adapting and using it effectively. They have thus brought home to superintendents the fact that participation in curriculum making is a significant factor in rural school supervision.

4. The Minnesota institute program seems admirably adapted to show possibilities that inhere in a concentrated, centralized attack upon the problem of rural school improvement by a very limited personnel.

Considerable improvement of rural school instruction has been achieved in Minnesota through careful organization of effort. This includes plans for a long-term program, intelligent execution and checking of the program year by year.



securing the active cooperation of county superintendents and teachers, and entrusting the work chiefly to five State education officials admirably fitted by temperament, physical vigor, experience, and extended academic and professional education to do the work assigned to them.

## The Missouri Program

*Historical development.*—Prior to the initiation of the special plans used in Missouri at the present time, by means of which the State department of education cooperates with county superintendents in the improvement of rural school instruction, State education officials gave superintendents little help except that rendered in connection with the 2-day meetings made mandatory under the provisions of the county superintendent law in 1909.

This law provided, among other things, that "the county superintendent shall hold annually not fewer than six public meetings at different points in the county for the purpose of discussing educational questions \* \* \* counsel with teachers and school officers, and promote the cause of education among the people. One of these meetings shall be held at the county seat just prior to the opening of the fall term of school and shall be of two days' duration." As most schools in the State opened in the early part of September the meetings held "just prior to the opening" came to be known as "August plan meetings." The term has persisted and is in use throughout the State at the present time. It will, therefore, be used in this bulletin to designate these particular meetings.

Frequently the program was almost entirely in the hands of the county superintendent, who occupied a good share of the program time with administrative details relating to the management of the schools during the ensuing term. Progressive superintendents formed the habit of turning to the State department of education and to State higher institutions of learning for help. They asked the State superintendent of public schools for suggestions as to appropriate program topics. They invited State education officials to attend and participate in the program. The amount of help available from this source would have been extremely limited if superintendents had been compelled to depend on the assistance rendered by the State rural school inspector, for some years the only member of the staff especially concerned with rural schools. There were, however, two State high-school inspectors and they also were sent by the chief State education officer to participate in the August plan meetings, in response to county superintendents' requests for assistance. Members of the faculties of the State university, and the State teachers colleges rendered some service in connection with these meetings. Superintendents occasionally employed well-known out-of-State educators to help. But in many cases, through choice or necessity, they relied solely upon their own efforts. Thus the meetings varied greatly in content, procedure, and effectiveness in the several counties.

Two-day meetings, no matter what their objectives, personnel, or attainments, are totally inadequate to the task of improving rural school instruction unless reinforced by a series of supervisory activities extending throughout the year.



By 1923 this inadequacy was fully appreciated. During that year the scant attention hitherto given to the betterment of rural school instruction by the Missouri State Department of Education gave place to a forward-looking, well-organized plan.

*Administration in use at the present time.*—The program in use at the present time had its rise in a broad interpretation of the section of the school laws of Missouri which defines the powers of the State superintendent as follows:

The State superintendent shall have power in person or by deputy to visit and inspect schools and make suggestions in regard to the subject matter and methods of instruction offered. . . . He shall have power to attend and assist in meetings of teachers, directors, or patrons, and in every way to elevate the standard and efficiency of the instruction given in the public schools of the State.

The following statement found in the report of the State superintendent of public schools of Missouri for 1923 indicates that rural school supervision of a new order began that year. The superintendent states:

The department now has a rural supervisor in each teachers college district with headquarters at the college town. The work of these supervisors is to help the county superintendents in group and community meetings, to inspect rural schools, etc.

The personnel of the State supervisory group has varied year by year since 1923 in composition and in numbers. At the present time there are several supervisors attached to State teachers colleges but employed to assist in carrying out the State supervisory program, and six district supervisors, three men and three women, attached directly to the office of the State superintendent of public schools.

The practice of delegating State high-school supervisors to assist in the conduct of August plan meetings, referred to above, is still followed so that during approximately three weeks of the late summer the supervisory group assigned to the improvement of rural school instruction is considerably increased in numbers.<sup>1</sup>

District supervisors are recruited from among the county superintendents or high-school teacher-training instructors. They are employed for 12 months annually, but are given opportunity to attend summer school if they so desire. It is the custom also to give them, in common with other State employees, an annual vacation approximately two weeks in length. In 1927 a member of the State supervisory staff with three years' experience as district supervisor was appointed State director of rural school supervision. In addition to the performance of many duties similar to those delegated to district supervisors and discussed in the following paragraphs, certain other duties are delegated to the State director. She assists county superintendents on call, helps district supervisors organize their work, and acts as a consultant to whom they refer problems on which they need advice.

At least two meetings of district supervisors are held annually under the leadership of the State director, one during the spring months, the other during August. At the spring meeting the supervisory group formulates tentatively the State

<sup>1</sup> The term "supervisor" instead of "inspector" for the officials in the State department of education concerned with high school and rural school improvement appears for the first time in the eighty-first (1930) report of the Public Schools of the State of Missouri. It was evidently adopted as a more fitting designation for these officials and does not denote any marked change in their duties. Except for the reference on page 1 "supervisor" is used throughout this bulletin in order to avoid confusion.



supervisory program for the ensuing year prior to submitting it to the county superintendents who meet a little later in a state-wide conference. At the August meeting supervisors discuss and revise the tentative supervisory program, especially as it relates to August plan meetings and demonstration meetings, in the light of suggestions received from county superintendents and of their own further study of the program following the spring meeting. They make all necessary arrangements for the effective functioning of the program, realizing that during the months they are in the field there will be few opportunities for similar conferences.

The cost to the State of rural-school supervision as carried on by district supervisors is included in biennial legislative appropriations for cost of maintenance of the office of the State superintendent of public schools. The legislature grants these appropriations under the provisions of the law referred to above. The expense to be met by the State is reduced somewhat through the fact that transportation expenses of district supervisors are taken care of by county superintendents except expenses incurred by them and by high-school supervisors in connection with August plan meetings. These are met by the State.

*Activities of district supervisors.*—Supervision as sponsored by the Missouri State Department of Education is concerned to a limited extent with individual conferences and school visitation. Its chief concern is with August plan meetings, demonstration meetings, and extension work. It devotes some attention, however, to the preparation and distribution of material, definite follow-up work to reenforce the use of the latter, school inspection, community meetings, and school board conventions. Each of the activities indicated above will be discussed at some length.

Conferences between county superintendents and district supervisors are generally carried on during the drive to and from the school at which the meeting is to be held. An occasional conference is held on Saturday in the county superintendent's office. On the whole, however, supervisors from both the State department of education and those from the teachers colleges, spend little time in county superintendents' offices conferring with these officials. During the period of school inspection the association between supervisor and county superintendent extends over several hours a day and permits considerable discussion of educational conditions.

Missouri district supervisors' reports include data on a number of schools visited. As the phrase "school visitation" is used in these reports it refers to schools in which demonstration meetings are held or to schools inspected for approval. Teachers college supervisors conducting extension courses visit class work of teacher-students. In addition to rendering supervisory assistance to these teachers (see p. 12 of this publication for a fuller discussion of this point) they perform a distinct service to the State in bringing back to the institution, which each represents, first-hand knowledge of the needs of prospective rural teachers. Thus, the supervisors have an important influence on the kind of preparation given future teachers.



August plan meetings usher in the school year for the district supervisors. The meetings begin about August 10 and continue until September 1 in most sections of the State. Approximately 10 counties were assigned to each of the six district supervisors and to each of the six high-school supervisors in August, 1930. These officials during that month assisted in meetings held in 110 counties. Supervisors from five State teachers colleges also participated in many of the programs. It is customary for the county superintendent to plan the program for one of the two days on which the meeting is held. The State department of education is responsible for the program on the other day. A district or a high-school supervisor is always present and takes general charge of the meeting throughout the day, except on the rare occasions when he is obliged to give only a half day to each of two counties. The State supervisor is sometimes assisted by a teachers college supervisor or by another educator from within or from without the State, who participates in the program. The number of teachers assembled varies from 40 to 150 and usually includes all the rural teachers in the county.

Objectives for the school year 1930-31 are: (1) Improvement of instruction in reading and arithmetic; (2) increase in the number of schools applying for approval through meeting standardization requirements; (3) improved health education through cooperation with the State board of health in the use of measures designed to increase the number of "six and nine point children"; (4) greater appreciation of the cultural side of life as represented by art, music, literature, and nature; (5) increased community interest.

Under (3) above pupils are checked as to health according to a system of classification designed by the State board of health. Teachers take charge of the checking but are assisted in some cases by physicians and by State and county nurses. Records are kept on examination cards designed for the purpose. High standards as to vision, hearing, throat, teeth, posture, and weight are reached by pupils who qualify as 6-point children. Nine-point children, in addition to meeting these high standards, are able to present certificates of birth registration, smallpox vaccination, and diphtheria immunization.

Three illustrations of means used to help increase appreciation of the cultural side of life may be cited: (1) The two county choruses formed in 1929-30 increased to more than 20 in 1930-31; (2) pupils are given an opportunity to become acquainted with copies of at least 10 famous pictures each year; (3) the advantage of membership in State pupils' reading circles is stressed. Membership in these organizations grew to 1,443 pupils during the year 1929-30.

Following the August plan meetings county superintendents are assisted through demonstration teachers' meetings and, in addition, a number are assisted through extension courses. State department members assist only in demonstration meetings. Teachers colleges may help with both demonstration meetings and extension courses.

After the schedule of August plan meetings is finished, demonstration meetings are held in all except a few counties lasting up to the Christmas holidays. These are 1-day group meetings of teachers held at convenient centers, generally from



three to five in a county. During the school year 1930-31 the district supervisors conducted demonstration meetings in 54 counties and teachers college supervisors in 47 counties. Approximately 20 teachers form each group. The demonstration teaching is done in the morning by the district supervisor, county superintendent, a high-school teacher-training instructor, or by a grade teacher, urban or rural. The demonstrator arrives early in the morning so as to meet the children before the beginning of the forenoon program which includes five or six demonstration exercises. She has prepared plans of the lessons in advance and distributes copies to the teacher observers. The afternoon is devoted to a discussion of the demonstration teaching and of specific instructional problems. These meetings in the past were attended by rural teachers, school directors, and school patrons. There is a tendency at the present time to consider demonstration meetings as applicable chiefly to the needs of teachers. Directors and patrons are discovering that school-board conventions and community meetings better meet their needs. Thus demonstration meetings are becoming more professional in character and are attended by increasing numbers of urban teachers and superintendents.

As the services of the teachers college supervisors in connection with August plan and demonstration meetings are similar to those rendered by district supervisors, no specific account of their services along these lines is necessary. The amount of supervisory assistance rendered at the present time by the various colleges and their contributions along the line of extension courses deserves consideration.

Warrensburg State Teachers College gives the greatest amount of help along supervisory lines, assigning two full-time faculty members to the service. They look after all supervisory activities for which district supervisors would otherwise be responsible in 21 counties and send in weekly reports to the State director of rural school supervision. Staff members assigned to the field of supervision in the other teachers colleges give part or full time to the service, depending on such factors as the number of teachers concerned and the number of counties assigned. At the present time the teachers college at Kirksville employs two staff members for supervisory work in 13 counties; and those at Maryville, Springfield, and Cape Girardeau each employ one.

Missouri teachers colleges have for several years offered extension courses to teachers in service interested in working for college credits. During the past two years, under the leadership of the State superintendent of public schools, the principal objective of extension courses has been to contribute to the improvement of elementary grade teaching in a specific subject, although teachers may still receive college credit upon the successful completion of the courses. In 1930-31 extension courses were offered in 15 counties in the teaching of arithmetic. All rural teachers of these counties were invited to enroll, and in two cases 100 per cent did so. The teaching of arithmetic was selected because responses from county superintendents indicated that this is the subject in which the greatest number of eighth-grade pupils fail. The extension services of the Cape Girardeau State Teachers College may be considered typical of the extension services rendered by Missouri teacher-training institutions in general.



Forty out of over 200 rural teachers employed in four counties in the neighborhood of the college are enrolled in the Cape Girardeau State Teachers College arithmetic extension course. Some are young, with little if any previous teaching experience; others are mature teachers. All pay a fee for the course, study outside of school hours modern books on arithmetic methods, use designated diagnostic standardized arithmetic tests, meet with the teachers college instructor about three times a year as a group, and receive weekly visits from him. During these visits the instructor observes the teachers' procedures during arithmetic class periods, notes assignments and progress of pupils, and confers with the teacher. At the group meetings demonstration classes in arithmetic are taught by superior teachers in the county, city or rural. The county superintendent visits classrooms occasionally with the teachers college instructor and cooperates by distribution of copies of tests and in other ways. The comparatively small number of teachers enrolled in this district is due in part to the fact that a number of teachers in the four counties, prior to the initiation of the project, had earned college credits in arithmetic methods. Some of these, however, and other teachers not enrolled in the extension course, attend the three group meetings as auditors.

The State program for improvement in arithmetic teaching does not depend wholly upon extension courses. The State department of education urges county superintendents (1) to stress good arithmetic teaching practices in annual demonstration meetings; (2) to encourage teachers to take courses in summer school helpful in the teaching of arithmetic; (3) to collect in their offices an exhibit of books and materials useful in the teaching of arithmetic; and (4) to stimulate all teachers to read at least one good book on the teaching of arithmetic.

During the summer months district supervisors prepare a limited amount of material for publication and distribution. Among bulletins thus prepared and published are: "Remedial Measures in Reading" and "Art, Handwork, and Accessories." Additional materials prepared during each of the past three school years by the State director of rural school supervision are booklets useful in carrying out a testing program in cooperation with county superintendents. These booklets contain informal, new type, objective tests based on the State course of study. Pupils, fifth to eighth grades, inclusive, take the tests, instead of the essay type of examinations formerly in use. In some counties teachers report standings but do not send papers to county superintendents who in turn report to the State department of education. In other counties papers are sent to county superintendents in order that they may check marks if they desire to do so. Pupils passing the tests successfully are promoted to the next higher grade or are graduated from the eighth grade as the case may be. The use of the tests is optional with county superintendents. However, during 1930-31 they were used in every county in the State. The papers are eventually sent to the State department of education. At the present time a study is in progress under the supervision of the State director in which responses by pupils are being carefully considered with a view to the light they may throw upon the problem of improving rural school instruction. In addition to office duties related to the



testing program just described, the State director carries on much correspondence with county superintendents and teachers, edits the rural section of the Missouri Department of Education monthly bulletin, and represents the State department of education in the periodic revisions of the State course of study.

The follow-up work of the Missouri State supervisory staff is exemplified in a "special supervisory project" initiated in the fall of 1928-29 and carried on over a period of six months. In this project four district supervisors and three teachers\* college supervisors cooperated with county superintendents in 10 counties in order to obtain data which would help them to answer two questions: (1) Does supervision in rural schools pay? (2) Is one type of supervision of greater value than another? As an aid in answering the first question supervision was provided in each of the 10 counties. It was measured through the use of a special testing program and of a series of comparisons. The testing program included a group intelligence test given in September or early October, two forms of a standardized achievement test, one of which was given early in the school year, the other at the close, and, in addition, the quarterly and final questions contained in the booklets described in the preceding paragraph.

Progress made by pupils participating in the project was compared by noting the advancement in educational age and in reading age, in excess of what could have been expected under conditions generally found, the assumption being that the technique of instruction was responsible for progress made, that the variable factors were equably distributed, and that the quality of instruction given was determined by the supervisory assistance received. Data obtained for each county were limited to seventh and eighth grade pupils and took into account such essential factors related to them as: The total number of such pupils participating, their chronological age, average intelligence quotient, average mental age, average educational age at the time of the initiation of the project, normal expected gain in six months' time, actual gain in the six months, and per cent of gain or loss.<sup>2</sup>

The types of supervision provided and measured by this special supervisory project may be briefly summarized: In four cases the county was divided into four sections and one school in each section selected as the demonstration school, the school week extended from Tuesday through Saturday, with Monday as the weekly holiday. The supervisor paid monthly visits to each demonstration school on Saturday and there met all teachers in that section of the county. The teachers observed the class work and discussed later what they saw under the supervisor's leadership. In two counties a similar plan was in operation, except that only one demonstration school was used. Two counties adopted the well-known zone plan used by Doctor Pittman in his experiment in South Dakota. In these counties there was no demonstration school but each county was sectioned into zones and the supervisor attended a group (or zone) meeting in the county once a month at which she assisted "in any way desired by the superintendent."

<sup>2</sup> The actual gain in months of educational age in the six months' time was computed by subtracting the initial average educational age from the average educational age at the end of the six months. The percent of gain was computed by deducting expected gain from actual gain at the end of the six months' period and finding what per cent the remainder thus obtained was of the expected gain.



In another county only the one demonstration meeting included in the State program was held. In still another county, making 10 in all, no teachers' meetings were held but the supervisor devoted considerable time and attention to school visitation and the giving of suggestions to teachers.

Concerning certain variable factors involved in carrying out the project the State superintendent of public schools, in the eighty-first annual report of the office, states in part:

No attempt was made to select counties of equal size so there were many more cases in some reports than in others. In all probability there was considerable difference in the tenure and qualifications of teachers. Certainly there were great differences in the equipment of schools in the project. \* \* \*

With so many variables, it must be clearly understood that the department does not consider the results of this experiment final nor entirely authentic. However, it is believed results are fairly accurate and certainly indicative of what can be done with a group of teachers and pupils with supervision as a means of training in service and with special emphasis placed on some school subject or activity.

The superintendent further states in relation to the outcome:

There does not seem to be any particular type of supervision that stands out above the others with respect to improvement of educational age and reading age.

The educational advancement in the 10 counties over a period of approximately 6 months averages 12.76 months, or over twice the normal or expected growth.

The advancement in reading age averages 11.35 months, or nearly twice the normal advancement.

The report closes by recommending:

That more complete studies of this type be made in order to determine the actual value of supervision. \* \* \*

That those concerned with the educational program in Missouri turn their attention and energy toward providing adequate supervision of rural schools.

Missouri is the only one among the three States studied in which school inspection is conceded an important place among supervisors' duties. The Missouri point of view is to the effect that improvement of rural school instruction is facilitated by an increase in the number of schools meeting requirements for State approval. In accordance therewith, district supervisors spend much time during the winter months in school inspection, and teachers college supervisors spend a brief time annually in the same type of activity. The supervisor in charge of this duty is always accompanied by the county superintendent. The requirements enumerated below are among those which must be met before schools are approved as first-class rural schools. An 8-month school term; State course of study followed; number of recitations on daily program not to exceed 19; good preparation and presentation shown in the instruction offered; teacher with 30 semester hours college work including  $7\frac{1}{2}$  semester hours professional education.

If a school has previously been approved, verification only is necessary. As the rechecking can be done quickly the number of daily inspections depends somewhat upon whether or not the day's itinerary includes one or more schools which qualified for approval on the occasion of a prior inspection. With good roads and short distances to be traveled in a region which includes several schools which



need only rechecking as many as eight schools may be inspected per day. Ordinarily, however, supervisors inspect approximately four schools a day. Of the 114 counties in the State 98 have some approved schools; 16 have none. Of the 98 counties, 7, or about 7 per cent, have over 50 per cent of their schools on the approved list; 12, or about 31 per cent, have from 25 to 50 per cent of the schools on the approved list. The problem of meeting conditions demanded for approval is naturally to a considerable extent an economic one, but the services of supervisors have been invaluable in stimulating interest in classification. Recent progress along this line has been comparatively rapid. The number of approved rural schools in the State increased from 146 in 1929 to 912 in 1930.

School board conventions furnish a means of contact between rural school officials and the State department of education which supervisors have utilized to interest members of the boards in the possibility of providing better buildings, modern equipment, and the like. The conventions date back to a law passed in 1913, revised in 1919, which states that it shall be the duty of the county superintendent to call an annual convention of school board members "for the consideration and discussion of questions pertaining to school administration." Many of these conventions are held in February and March, the months during which the district supervisors assist with much school inspection. It is customary for them to plan the two types of activity relating to inspection and participation in conventions so that they mutually reinforce each other. At the conventions school board members hear the implications of good school administration presented. As a result of inspection they learn whether or not they have conformed to administrative requirements connected with furnishing such facilities as modernized school heating systems, good water supply, adequate lighting of school rooms, and the like.

The final supervisory activity enumerated as among those sponsored by the Missouri State Department of Education in the opening paragraph of the present discussion has to do with the activities of the department as an agency in the promotion and improvement of community meetings. The important place assigned these meetings in the State educational system is due in part to the fact that the holding of at least four community meetings during the year is obligatory if a school is to meet State requirements for approval as a first-class rural school. The department assists county superintendents to arrange for community meeting programs, through special articles by the State director of rural school supervision in the department's monthly bulletin, and to conduct them through the field services of district supervisors who participate in the programs. Recent numbers of the bulletin include criteria for judging community meetings and discuss the following as praiseworthy objectives of such meetings: (1) Increased interest in schools; (2) raising money for school equipment purchase; (3) furtherance of social or recreative ends; (4) promotion of culture. Community meetings include among their activities field day sports and programs relating to special days (including a harvest festival, child health day, Hallowe'en and Christmas).

District supervisors in participating in a limited number of these meetings aim to put before the people of rural communities the program of the State depart-



ment, and the trends in modern education, and, in addition, to secure the viewpoint of school patrons along the above lines.

*Summary.*—In summarizing the achievements considered in the above presentation of the program sponsored by the Missouri State Department of Education, attention is called to five features which tend to give the State program its distinctive character:

(1) The improvement of rural school instruction in Missouri has enlisted the services of two groups of State supervisory officers. One group works directly in connection with the State department of education, the other in connection with the various State teachers' colleges.

(2) The State department of education officials responsible for the development of the program from year to year are unusually interested in preserving an open mind as to appropriate procedures for improving rural school instruction. They are for this reason quite opposed to the adoption of any stereotyped scheme of supervision. Their scheme is an elastic, eclectic one.

(3) The county-wide August plan meetings, crowded into a few weeks of time, are thought to lend themselves especially well to stimulating superintendents and teachers to start the school year with determination to make every day count as much as possible for every pupil.

(4) Extension work for teachers is similar in organization and objectives to efforts along similar progressive lines reported from a few other States in which college credit is given for actual teaching under supervision and direction of an in-service instructor who is on the staff of a higher institution of learning.

(5) The plan used in the distribution of informal, new type, objective tests is well adapted to lead teachers to make use of such tests frequently in their everyday teaching and thus to study and understand an important instructional technique.

It should be said in conclusion that the necessity for the strenuous supervisory efforts used in furthering the standardization of rural schools will in all probability gradually grow less in the near future. Since the section in this publication relating to school inspection was first prepared, the Missouri State Legislature enacted a law requiring a minimum annual school term of eight months throughout the State. The law also provides for a State equalization fund and for a plan of reorganization which will tend to the development of larger school units. It seems calculated to do much to improve school buildings, equipment, teachers' salaries, and related factors intimately connected with the improvement of rural school instruction.

## The North Dakota Program

*Historical development.*—Prior to the initiation of the special plans developed in 1927 for rendering assistance to county superintendents, teachers' institutes were held in every county of the State. The State superintendent of public instruction appointed an institute conductor and an assistant conductor for each county, furnished the schedule of dates, and arranged for a representative from the State department to visit each county for one day. The institutes usually



began the last week in September and continued five days each, until the 53 counties had been served, the length of the season depending upon how many conductors could be secured and how many weeks each could work, and thus upon the number of counties in which institutes were held simultaneously. The conductor and assistant were paired to represent primary and upper-grade interests. Members of faculties of State institutions, county superintendents, former superior teachers who had married but had retained interest in school affairs, and other persons able to give talks and addresses upon educational and kindred subjects were among those appointed. "Outside speakers on all sorts of subjects and interests were granted places on the daily program." The number of institute conductors employed depended upon the number of weeks each could give to this work; many could give but one or two weeks, others three or four weeks, while a few were employed for the entire institute season. The number employed each year varied from 30 to 52, with an average of 46 over a period of four years. The county superintendent made all local arrangements, participated in the program each day, or secured some one to take his place. The teachers could legally receive pay for attendance at the institute if they were present four out of the five days. The attendance was apt to be irregular, as many teachers planned to take one day off to shop or transact other necessary business during institute week at the county seat, usually the largest town in the county.

The institute usually met in the court room. The conductor and assistant might occupy the whole day, alternating 30 or 45 minute periods each, or there might be as many as 30 different speakers on as many different subjects occupying periods of varying length. On rare occasions a demonstration class was taught by teachers from a city school. In general, the teachers, regardless of training, experience, and individual ability, listened to addresses of inspiration and information regardless of whether the subjects presented fitted their special needs or whether they were closely related to the work of the schools. Each instructor appointed received \$10 a day and all expenses.

*Administration in use at the present time.*—In January, 1927, the present State superintendent of public instruction, who was elected the chief State education officer the preceding November, after an experience of five years as assistant State superintendent, decided to change the institute plan of operation. She asked the attorney general of the State whether or not a new form of teachers' institutes of a type she had in mind, in which experts in rural education would assist teachers along specific instructional lines, met the legal requirements as expressed in the following excerpts from various sections of the school laws of North Dakota:

The State superintendent "shall prescribe rules and regulations for the holding of teachers' institutes \* \* \* and after counseling and advising with the county superintendent shall appoint conductors and assistants therefor. He shall prescribe the course of instruction for teachers' institutes \* \* \*; shall appoint the time, place and duration of these institutes; and shall designate the persons to act as conductors, assistants and lecturers of the same, as in his judgment the needs of the various counties demand." ▲



Following the ruling of the attorney general that the proposed plans conformed to State legal requirements, the State superintendent explained the plans for a new form of teachers' institutes to the county superintendents at their mid-winter meeting in Bismarck, January, 1927. In accordance with her suggestion, the county superintendents passed a resolution recommending the employment of visiting teachers (later known as State demonstrators) to aid in the improvement of rural school instruction. These school officers declared themselves in favor of teachers' meetings which provided considerable opportunity for participation by teachers themselves, which were "held as near the opening of school as possible" and which were placed "in charge of the county superintendent \* \* \* with advice and counsel of the State department." Further development of the plan was explained in detail at group meetings of county superintendents held at each normal school in June.

In 1927, at the time of the initiation of the plan, the question of personnel was given careful study by the State superintendent. In the selection of the first State demonstrators the superintendent looked for experienced, tactful teachers well qualified to help rural teachers solve their specific problems. Since the demonstration work was to last only through September, October, and one week in November, persons desiring employment for the entire school year were not interested in this short-time work. As a result of many interviews and much correspondence, 11 persons meeting the necessary requirements were selected. All made good. The question of personnel was satisfactorily solved during the ensuing year. In the fall of 1928 eight of the 1927 staff were reemployed; the three new staff members were residents of North Dakota and well acquainted with the plan. Of 11 demonstrators on the staff in the fall of 1930, 5 had served each year since the initiation of the special plan; 2 were serving their third successive term; 2 their second; and 2 were without previous experience in this particular kind of educational service. It may be said at this point that the legislature of 1929 provided for two additions to the State superintendent's staff. These officers, employed 10 months a year, participate during the fall months in the demonstration program. (For further information as to their services see pages 21, 22, and 23.)

While definite professional standards to be met by all prospective candidates have not been established, only persons possessing superior qualifications have been employed as State demonstrators. More than half of those engaged have held the bachelor's or master's degree. Their experience in every case has included rural school teaching and other educational services adapted to prepare them specifically for their duties as demonstrators. They have been previously, or at the time of appointment, county superintendents, assistant county superintendents, critic teachers, or instructors in rural departments in State normal schools, persons with successful experience as institute instructors, or in positions of similar educational responsibility. During 1930-31 three instructors in rural education in State normal schools worked as demonstrators for two or three weeks before the fall term began in the State institutions.



Following the selection of superior demonstrators, the next question to be settled is that of their assignment to particular counties. As a rule, instructors in rural education in the five State normal schools are assigned to counties in the neighborhood of these institutions. The two or three weeks in the field give the instructors first-hand information of problems which students in their classes in training will meet when they go out to teach. This information helps them to adopt practical ways of meeting needs of prospective teachers for 1-teacher schools. The second year the plan was in operation no demonstrator was returned to the county where she had worked the first year. The reason was that each county superintendent, finding that the demonstrator sent him the first year could get spontaneous responses although she and the children were strangers to one another, concluded that this happy result was due to the unusual personality of the demonstrator and asked that she be returned a second year. In order to prove that experience and training were the main factors in the situation, each county was sent a new demonstrator. Again all reported cordial cooperation from pupils. The effect has been wholesome. In the assignment of State demonstrators to the various counties the State superintendent of public instruction is able to use her best judgment, assured that county superintendents will welcome the demonstrator sent and will relegate personal preferences to the background.

The cost of the State demonstration plan has not necessitated additional appropriations from State funds but has been met by a diversion of an annual appropriation made under the provisions of an old law. The salaries and expenses of the demonstrators employed during the three fall months for one week in each of the 53 counties are paid from the direct appropriation of \$100 for each county (\$5,300 in all). The law provides that this sum, known as the State institute fund, "be used for the salaries and expenses of instructors and lecturers at county institutes offering instruction designed to assist teachers." Salaries of the two persons employed 10 months a year as members of the staff of the State department of public instruction are paid from appropriations made to carry out the provisions of a State aid law. Under provisions of this law all rural schools able to meet certain requirements have for some years received State aid. Only one-third of all the rural schools in the State have been or are able to qualify, however. To aid the remaining two-thirds of the rural schools in the State, known as unclassified schools, the legislative session of 1929 provided that the sum of \$5,000 a year be reserved from the appropriation known as "State aid to rural, graded, and consolidated schools" to provide for two full-time demonstration teachers in the department of public instruction.

Under the present plan each short-time State demonstrator receives \$10 a day and all expenses. Each county pays the expense incurred in connection with the demonstrator's stay in the particular county. There is a definite financial saving to teachers under the present arrangement. Under the old plan teachers often paid for transportation to the county seat where the meeting was generally held, and for cost of room and board during the five days the institute was held. Since under the new arrangement demonstration conferences are held at three or four places in the county, teachers in general travel shorter distances to the demon-



stration conference centers and incur no additional expense in connection with attendance.

The organization of the series of activities constituting the annual institute program is an important factor in the administration of the cooperative plans used in North Dakota. Beginning with 1927 a preliminary conference designed to prepare the demonstrators for their work meets each year at the State teachers college at Mayville. In the conference held prior to the third year of demonstration effort, participants included a representative from the United States Office of Education; representatives from the State teachers college at Kalamazoo, Mich., Cedar Falls, Iowa, Aberdeen, S. Dak., and Moorhead, Minn., and the president and a staff member of the Mayville teachers college. The attendants included 51 of the 53 North Dakota county superintendents, 8 State demonstrators, and the rural education directors of the State teachers colleges at Ellendale, Minot, and Valley City. Addresses were delivered on several phases of rural education, a half-day demonstration school was held, and its activities discussed.

*Activities of State demonstrators.*—The real test of the State demonstrators' fitness for their work is made in the field. The field activities for all State demonstrators include individual conferences with county superintendents, school visitation, and participation in programs of teachers' meetings. The two officials attached directly to the State department of public instruction carry out, in addition to a demonstrator's duties, certain other field work assignments and do a limited amount of office work. Supplementary to the activities already named are others designated in this presentation as follow-up activities.

The Saturday conference between the county superintendent and the demonstrator furnishes an opportunity to discuss and make detailed arrangements for the work of the coming week, and to arrive at an understanding of just what the demonstrator and the county superintendent should do. "The county superintendent," says the State superintendent of North Dakota, "is the 'key' to the situation; his willingness and ability to work with the demonstrator, to make careful preliminary plans, and to vision the possibilities of the week of intensive supervision make for success or failure of the work in his county."

The purposes of the one or two days' school visitation with which each week's work begins are to enable the demonstrator and county superintendent to consider together the instructional problems of the 1-room school, equipment, and program; and to provide a background for the conference with the assembled teachers after the demonstration is concluded. Because the demonstrator has supplemented what she has learned from the superintendent's account of conditions in the county with first-hand observation, she has an opportunity to prescribe upon her own diagnosis. Knowing that the demonstrator has informed herself at first hand concerning conditions and needs, the assembled teachers are more interested in what she says and does.

The county, depending upon its size, is sectioned into three or four districts, in each of which a 1-day teachers' meeting is held. The chief feature of teachers' meetings in North Dakota is the demonstration work. The terms "State demonstrators" and "demonstration conferences" applied in the reports of the State



superintendent to the rural specialists employed and to the teachers' meetings which they conduct indicate this point of view. The meetings, however, include afternoon conferences following the forenoon demonstration teaching exercises. They are held in 1-teacher schools, and attendance is compulsory upon all teachers in such schools. "For purposes of demonstration, a crowded situation in a rural school has better practical results than a roomy place with good equipment in a consolidated school. When demonstrations to help teachers in the smallest rural schools were held in consolidated schools, the criticism was often made, 'We could do as well if we had such conditions.'"

The programs of the 1927-28 meetings may be considered as typical of the kind of assistance rendered. The demonstrations that year included reading (the grade to be selected by the demonstrator) and an opening exercise such as study of a picture or a poem, current events, or the telling of a story. Aside from these two topics, suggestions of the local county superintendent and the evident needs of the situation, determined the activities of the demonstrator. Following the first year the program of demonstration teaching was broadened. It has been customary beginning with the second year for county superintendents to select two rural teachers to assist the State demonstrators. One of the assisting teachers is, if possible, the hostess teacher. Another is selected for her ability to present instruction along lines not covered by the regular program of the State demonstrator. The use of assisting teachers serves several good purposes: Recognition of the ability of exceptional teachers; encouragement for young teachers of the county to see one of their own group doing good work; stimulation of the teacher selected to do the special work. The practice has also revealed unsuspected teaching difficulties.

Procedure in large counties, where more than the usual amount of time can be given to this work, varies from this course. In these counties additional meetings including demonstrations and conferences are arranged for the teachers in graded and consolidated schools similar to those described for one and two teacher schools. These include two or three simultaneous demonstrations, according to type of consolidated schools in the county, for primary, intermediate, and grammar-grade teachers.

After the pupils are dismissed at noon and the informal noon lunch period is over, the demonstrator directs the afternoon discussion "toward the principles underlying the morning's work. Continual reference is made to what was done and why it was done." Experienced teachers are called on to reply to questions asked by their colleagues.

The demonstrators distribute little material. They are expected to make use of what they find in schools and not to bring material with them. "The teachers will not have it when demonstrators have gone."

The two full-time State supervisors already referred to really do a type of follow-up work of a very practical nature in carrying out special assignments after the fall series of teachers' meetings are over. They respond to calls from certain county superintendents for help in solving special problems. For example, when all children in the school speak a foreign language; when there is a



very large class of beginners; when teachers are weak in providing seat work, and the like, these supervisors go to the county from which the call has come and assist in remedying conditions.

The field services of all demonstrators are limited to supervisory procedures. They are employed to improve methods of teaching and classroom instruction, not to give counsel concerning administrative phases of the county superintendent's office, nor to help with community activities beyond occasional participation in parent-teacher association programs. At the annual school of instruction at Mayville, the State superintendent of public instruction always instructs demonstrators not to advise county superintendents in problems of school administration—"the demonstrators' business is to help teachers become better teachers."

Due to the relatively short period for which demonstrators were employed each year prior to 1929 they had no office duties. Since September, 1929, the two State supervisors employed for 10 months a year as members of the staff of the State superintendent of public instruction spend some time in the State department office preparing study and review outlines for selections in the course of study in literature and questions for eighth-grade examinations given in January and May. During the two summer months these two officials are free to spend the time according to personal preference in study, travel, rest, or educational work.

But little follow-up work is undertaken directly by demonstrators. Indirectly, however, they initiated follow-up work by county superintendents in five counties in 1928. In these, a month or more subsequent to the State demonstrator's visit, group conferences following demonstrations by local teachers under direction of the county superintendent were held; they have since become quite general. In several counties the superintendent on the occasion of his regular visit, calls the attention of teachers to suggestions made by the demonstrator.

Follow-up work during the winter of 1929-30 included small group meetings in 37 counties; a reading program for definite results in 34 counties; plans for further demonstration teaching exercises in rural schools of 23 counties and for group demonstration meetings in graded and consolidated schools of 23 counties; administration of standardized achievement tests in 31 counties. In six of these counties remedial work was planned to improve weaknesses discovered.

*Summary.*—The following summary includes certain statistical information and a few statements on the part of school officials concerning the execution of the State program.

The first year the 11 demonstrators assisted county superintendents in 52 counties.<sup>1</sup> The number of counties visited by each varied from 4 to 6; average number per week, first year 6.3, second year 7.5. The first year they visited in all 340 schools, or an average of 31 each; during the second year 407 schools, or 37 each. The first year the demonstrators held 188 conferences or an average of 17 each; during the second year 212 conferences or an average of 19 each. The number of teachers at all conferences was 4,639 the first year; 4,700 the second year. The average number of teachers at a conference the first year was 24; the second

<sup>1</sup> As Richland County has employed a rural school supervisor since 1919, the visitors did not attempt to render help in this county the first year.



year, 22. The State superintendent asked for reports from the 52 county superintendents as to the success of the plan at the close of the first year's work and again at the close of the second. At the end of the first year 46 counties reported favorably. Three reported unfavorably; three did not respond to the question. (At the end of the second year, 51 reported favorably; 2 made no comments.)\* The teachers were asked by several demonstrators to send in their opinions of the new plan. Six hundred and fourteen teachers from 23 counties replied; 597 replies were decidedly favorable; only 10 were unfavorable; a few were indifferent.

The following are a few comments from teachers at the end of the first and second years:

I received more help from seeing actual teaching than from hearing hours of speeches or from many printed pages.

I learned that interest created in subject matter makes children respond.

Hearing others discuss difficulties makes me less discouraged.

I understand now how to measure speed and comprehension in reading.

Comments of two county superintendents are typical:

The plan gives the teachers more chance for self-expression than the institute.

Wonderful response of children to a strange teacher.

The State superintendent thus expresses the effect of the plan upon county superintendents:

Appreciation of the value of supervision is constantly growing. Both county superintendents and teachers are coming to distinguish between good and poor teaching and to realize that a poor teacher may become a better teacher through carefully directed help. A number of county superintendents at the present time teach young and inexperienced teachers by imitating the techniques used by the demonstrator. Supervision by county superintendents formerly meant to call at a school, sit in the back of the room for two hours and watch the poor teacher try to do something she did not know how to do. After four years of demonstration-conference programs each fall with follow-up work during the year along the lines recommended by the demonstrator, supervision by county superintendents now means commendation of the good, condemnation of the poor, with suggestions for the better.

This summary should not give the impression that demonstrators, county superintendents, or the State superintendent are satisfied with achievements to date. They would all like to increase the time devoted to each county. "But the law and the finances make it necessary for the State superintendent to determine in what form the greatest amount of help can be given to each county in one week." The counties have done a little toward increasing this time. During the second year five counties paid from county funds for 2, 3, or 5 days of extra time.

## The Idaho Program

*Historical development.*—Before the initiation of the present plan of rural school supervision in Idaho in 1921 the State department of education gave aid to county superintendents through the distribution of circular letters and the holding of annual conferences in which administrative rather than supervisory activities were emphasized in the discussions. The State normal schools, prior to 1921,

\* Richland County was included the second year.



rendered occasional service to rural schools by sending a faculty member to assist normal school graduates.

*Administration in use at the present time.*—The present plan of rural supervision in Idaho, carried on through the cooperative efforts of the State department of education, the two State normal schools, and the county superintendents, was initiated in the summer of 1921. The plan was evolved at a meeting attended by representatives from the two State normal schools, the State superintendent of public instruction, and the State commissioner of education. Before the opening of schools in September, 1921, the plan was approved by the State board of education. One supervisor from each normal school began work in the fall of 1921. From 1921 to 1927 the supervisors spent annually three of the four school terms in the field. During the fourth term they taught at their respective normal schools. Since 1927 they have spent the entire school year in the field and have generally taught in the normal schools during the summer sessions. Up to 1927 each school employed one supervisor; since that date each has employed two. The State is divided into two congressional districts, the northern and the southern. This division determines the apportionment of the supervisory territory assigned each normal school, as the Lewiston Normal is located in northern Idaho and the Albion Normal in southern. The mountainous character of certain regions of the State has made some redistricting necessary. In these regions mountains interfere to a considerable extent with direct routes of transportation. To save time and to lessen the expense incurred in connection with travel on the part of supervisors some exchanges have been made in the original assignment of counties, with the result that the supervisors from Lewiston have been assigned 19 and the supervisors from Albion 25 counties.

The selection of supervisors is in the hands of the presidents of the State normal schools. The supervisors are regular faculty members of these institutions connected with the rural education departments and directly responsible to the heads of these departments with whom they confer frequently concerning their work. The qualifications of persons appointed as supervisors include varied experience in grade teaching, followed by supervisory or critic teaching experience. It is interesting to note an improvement in the length of term of service of supervisors as indicated by the following: Albion's first supervisor served three years; the second, two years; the third, one year. Each of Lewiston's first and second supervisors served three years. Beginning with 1927 each school has employed two supervisors. Albion and Lewiston each put two new supervisors into the field that year. Three of these (two employed by Albion, and one by Lewiston) are still serving. The fourth supervisor, who began work in 1927, served the Lewiston State Normal School two years; her successor is still serving.

Each year, usually in May, the State superintendent of public instruction calls at the State capital a conference of the rural supervisors and directors of rural education in the State normal schools and invites the State commissioner of education to attend the meeting in an advisory capacity.<sup>5</sup> The achievements of

<sup>5</sup> It may be noted that occasionally the State Commissioner of Education calls a conference of the supervisors. The last such conference was called by him in September, 1928.



the school year just ended are discussed, and tentative supervisory plans for the ensuing year receive consideration. A few weeks later a second conference of the county superintendents of the State and the educational officers designated above is held at one of the State normal schools. At this second conference it has been customary in recent years to have a series of addresses delivered by a representative educator, generally from outside the State. Plans tentatively proposed at the earlier conference are discussed further. Much attention is given to problems of the county superintendents, many of whom on the odd numbered years were elected for the first time in the preceding November and assumed the duties of their office in January. The conferences which include the superintendents provide opportunities for professional contacts and for eliciting opinions of the whole body of supervisory officials throughout the State; and they furnish an excellent means of stimulating all concerned to acquaint themselves with up-to-date supervisory procedures. In addition to participating in the conference program, supervisors have an opportunity to meet county superintendents of their districts in smaller group conferences.

One supervisor reports the following outcome of such a conference with a group of 10 county superintendents, at which the details enumerated below were carefully considered: This group of county superintendents, during the early weeks of the following fall, held preliminary meetings with their teachers prior to the time of the opening of schools in their respective counties. At these meetings they acquainted teachers with the supervisory objectives for the year, gave them needed assistance concerning textbooks and courses of study, provided an opportunity for them to become acquainted with the work of such organizations as the Idaho Education Association, the Red Cross organization, and the health crusade; and encouraged them to ask questions relating to the work of the schools of the county. These preliminary meetings served the further purpose of giving teachers an opportunity to become acquainted with one another. The supervisor reports that the departure found favor with teachers and superintendents and testifies that she was able, because of this preparatory work, to accomplish more during her visitation period in the county later on.

Most of the cost of supervision in Idaho is taken care of in the budget of the State normal schools. From this source salaries and general living expenses of the State supervisors are met. Each county pays the traveling expenses incurred by a supervisor during her stay in the county. The cost of preparation of mimeographed materials distributed at county meetings is a responsibility generally shared jointly by the State normal schools and the county superintendents.

*Activities of supervisors.*—Before discussing the activities of Idaho supervisors somewhat in detail, certain observations concerning their distinctive character are in order. As compared with the supervisory programs outlined in the preceding sections of this bulletin, Idaho is without a unified program of supervisory activities. The following is offered in explanation of this condition: The chief responsibility for developing supervisory activities was delegated in 1921 to the rural education department directors and the field supervisors of the two State normal schools. The responsibility has to date remained in these institu-



tions. As the normal schools are separated by a considerable distance from each other and from the offices of the State superintendent of public instruction and the State commissioner of education, conferences among the faculty members concerned, or between them and the chief State school officers, necessarily have been infrequent. Each State normal school has thus developed activities independently of the other and without an opportunity for much extramural discussion. Then, too, the frequent turnover of the State supervisory personnel, especially from 1921 to 1927, militated against the development of unity.

The foregoing statements should not be interpreted to indicate that this lack of unity has operated to lower the standard of supervisory achievements. The only evidence available on this point does, however, favor the initiation of a more unified State supervisory program. Recent supervisors' reports furnish evidence that they desire a state-wide unification of plans. In a 1927-28 report a supervisor suggests that "inasmuch as the work of rural supervision in Idaho is a function serving all of Idaho, some plan be formed whereby the work of all the rural supervisors may be made uniform as to subjects stressed and aims set forth." Moreover, supervisors comment approvingly on accomplishments along the line of unification made possible by the two types of annual state-wide supervisory conferences described. In view of the diversity of procedures used by supervisors, no attempt has been made in this bulletin to present only state-wide practice along the lines discussed. The information included in subsequent paragraphs applies in many specific instances more truly to a limited number of counties than to the State as a whole.<sup>6</sup> Activities of Idaho supervisors are chiefly: Individual conferences, school visitation, demonstration meetings, preparation and distribution of material, school inspection, and community meetings.

Supervisors discuss with all teachers whose class work they observe and with the county superintendent, who accompanies them, such topics as daily program, State course of study, progress of children, and distribution of the teacher's time among the various grades. Occasionally the supervisor finds it possible to spend one Saturday a year in the office of the county superintendent in individual conferences with teachers who seek her counsel. A supervisor making use of this activity states that usually the conscientious and the best teachers seek these interviews. They give the supervisor a truer appreciation of teachers' effort and abilities than she is otherwise able to obtain. They contribute, through the intimate contact provided with teachers, to the growth of supervisors, who are thus able to analyze better their own needs as supervisors.

Beginning with 1927, when the number of supervisors was increased to two for each normal school, all counties in a supervisor's territory are certain of at least one annual supervisory visit. Most counties are visited twice. Prior to 1927, it was not possible for supervisors to visit every county even once each year. Under the present plan, each supervisor spends approximately a week during the early part of the school year in each of the counties assigned her and returns to most

<sup>6</sup> It will be noted that a qualifying statement to the effect that the practice described is limited in scope to a certain section of the State is frequently made. Whether or not such a statement is included in a presentation in any specific instance, it is probably safe to assume that in the following account activities, which are carried out in certain counties, may not represent state-wide practice.



of them a second time. It is customary to limit the maximum amount of time spent in any one county annually to two weeks. The first visitation period includes a teachers' meeting which includes demonstration class exercises, and is known as a "demonstration meeting." Meetings of this type including certain phases of school visitation used to increase the effectiveness of the class demonstrations will receive fuller discussion. The supervisor's practice is to visit during the early part of the school year as large a number of schools in each county as meets her convenience and that of the superintendent. The number of schools visited a day varies with distances to be traveled, condition of roads, and similar factors. Often it is possible to visit three or four. On the other hand, a whole day may be spent in one school. The main purpose of these visits in the fall months is to learn specific school and teacher needs. Supervisors purposely select poor schools as well as good ones in order that they may have an opportunity to give help where it is most needed, as well as to commend unusual efforts and to encourage teachers. Supervisors prepare for this type of visitation by inquiring prior to the event concerning the school plant and the teacher's qualifications in terms of local and total experience and academic and professional preparation. The visitation time is spent by the supervisor in observation of class work, followed by discussion with the teacher, or in both of these activities combined with demonstration teaching. A thoughtful Idaho supervisor suggests the following as pertinent questions for a supervisor to ask herself and to attempt to answer as she observes class work: Do the theories which teachers have learned actually function? Do teachers apply suggestions received at professional meetings and through professional literature? Do teachers who possess a high scholastic record do superior work? What qualities does the really successful teacher possess?

The second period of school visitation extends through the spring months. These latter visits are chiefly designed to judge the effectiveness of the demonstration meetings and to assist teachers in applying suggestions made at them. The supervisors' reports testify that many additional duties are performed during the spring visits. They may make a check to determine to what extent State adopted texts in history and civics are used and to ascertain pupils' and teachers' reactions to them. Written suggestions are frequently left with the teacher by the supervisor and a copy given to the county superintendent. Supervisors are able during these two periods of visitation to see the classroom work of more than 50 per cent of the rural teachers in a number of counties.

Supervisors make careful plans for demonstration teaching exercises and for the selection of schools to be used as demonstration centers. It is customary for the county superintendent and supervisor to visit the proposed center for this purpose on a date prior to the announcement of the demonstration meeting. If the school apparently qualifies, or can be made to do so within a short time, the supervisor assists the teacher to determine the classes to be taught and methods to be used at the demonstration meeting. A standardized achievement test may be given by the supervisor in one or more subjects to pupils enrolled in certain classes. Monday is often spent in the manner indicated. Following this organization day the teacher is left free for two days to carry out suggestions made and



prepare for the demonstration day. The supervisor notifies teachers in the demonstration district (one, two, or three such districts in a county) of the demonstration meeting. The superintendent notifies trustees and patrons and urges them to attend. On Thursday the supervisor may return to the school to satisfy herself through observation as to the extent to which the teacher has been able to carry out the suggestions made on Monday and to render her further assistance for the Friday demonstration meeting.

The supervisor prior to the meeting submits a list of items to which teachers observing are requested to pay special attention as the classes are taught. One supervisor enumerated the following in a list used in 1929-30: Use of questions, type of lesson, economy of class time, reduction of classes, study habits of pupils, assignments, class attitude, and provision for individual differences. In some counties all teachers in attendance at the demonstration exercises participate in some way in the demonstration program. It may be through contributing to the exhibit of seat work materials; it may be through teaching a game or through conducting a class exercise. Generally, however, the supervisor and the hostess teacher do most of the teaching. Occasionally the county superintendent takes a class. In the afternoon discussion period activities of the morning are discussed. After this, teachers, supervisor, and county superintendent participate in a discussion of educational matters of current interest throughout the State. The supervisor, for instance, may have notified the teachers in advance that special help will be given in the teaching of history and civics based on the newly adopted texts, and accordingly the teachers may have many questions to ask.

Sometimes the procedure is varied. The supervisor may leave the county after the organization day and return some weeks later for the demonstration meeting, giving the teacher in the school selected no further help subsequent to that rendered on the organization day.

The number of demonstration meetings in the several counties, while varying from year to year, has markedly increased since two supervisors from each State normal school have been employed throughout the year. One supervisor responsible for 12 counties held 25 demonstration meetings during 1930-31. Another held 19 in 13 counties.

Demonstration meetings have been held generally in 1-room or 2-room schools. In the former regular classes are taught in the morning and discussion of the morning's work follows in the afternoon. In a 2-room school demonstration in primary work and a round-table discussion may occupy the morning while upper grade demonstration followed by discussion takes up the afternoon. If demonstrations are held in other than one or two room schools, the supervisor may choose about five pupils from each of the eight grades and thus make the school a 2-room situation. Meetings are held, if possible, in centrally located rural schools in which demonstration meetings have not been held in previous years. County superintendents suggest appropriate schools, but the responsibility for the final choice rests chiefly upon the supervisor.

The Idaho plan of using demonstration meetings to improve rural school instruction assumes that class procedure and school conditions will meet as high



an order of excellence as is possible with the resources available. That there are often serious obstacles to be surmounted concerning the physical condition of the school does not deter zealous supervisors. An account of certain measures used to improve unsatisfactory conditions is presented in the paragraph on school inspection.

A promising outcome of demonstration teaching deserves special mention. Two years ago in certain counties the State supervisor, in cooperation with the county superintendent and a teacher appointed as county chairman, outlined a series of programs for group teachers' meetings centered on the supervisory objectives for the year. Under the leadership of the county chairman, group meetings of teachers were organized, each group appointing its own chairman and secretary. Reports covering the 2-year period show that these group meetings were held every six weeks the first year and three times during the second year. The program included demonstration teaching and round table discussions and it served to develop teacher initiative. Efforts of this kind on the part of teachers without supervisory assistance may provide an excellent opportunity for professional growth along various lines. It is probably true, however, that in most cases where these group meetings prove a marked success some supervisory official has contributed to the success.

Supplementary to school visitation and demonstration meetings supervisors use standardized tests to a limited extent. Supervisors may administer tests in one subject in a certain number of schools visited, or limit them to the schools used as demonstration centers and on the day of the meeting spend some time interpreting the results and planning for remedial work.

Occasionally a supervisor has attempted to administer a testing program throughout a number of counties. An account of such a program follows: During 1929-30 superintendents in a number of counties cooperated with a State supervisor to ascertain if a testing program could be made to yield worthwhile results. The superintendents' experience during the preceding year in administering reading tests under State supervisory direction reduced to a minimum the amount of assistance it was necessary to give them in 1929-30. The latter testing program included administering standardized tests to determine reading rate, reading comprehension, and arithmetical skills at the beginning and at the close of the year. Teachers cooperated in keeping records, in graphing results, and in applying remedial measures. In some cases county superintendents distributed circular letters giving information concerning results.

Citations from the report of one of the participating county superintendents follow: Tests in reading rate, reading comprehension, and arithmetic were administered in the fall to 1,200 pupils. Soon after the completion of the fall testing program the superintendent reported results in tabular form for the use of teachers. He included the first and second highest scores made in each of the elementary school grades in each of the three tests, the number of pupils receiving such scores, and the standard score results for the respective grades. Teachers were aroused to renewed efforts to improve instruction. Remedial measures were used. Pupils kept records. As a result the second report, made in the spring,



was favorable. It included facts concerning achievements of more than 1,100 pupils. Again the superintendent presented figures indicating the greatest amount of gain in the three items noted above for the pupils making the highest scores in the fall.

The outcome of the year's testing program proved, according to the judgment of teachers and superintendents participating, that such a program may yield valuable results and that achievements of elementary rural school pupils may be definitely raised through its use. The following specific effects on the teachers were observed: They were stimulated by the comparison of school with school; they learned to appreciate more highly the need of remedial drill and how to use effective types of remedial measures; they saw the importance of studying the administration, interpretation, and use of testing programs as treated in professional books; they became interested in guiding pupils in self-improvement through keeping of progress charts and in arousing their interest in raising the curve of achievement graphs.

During the months intervening between the close of their field activities in May and the resumption of field work in the early fall, supervisors prepare considerable mimeographed material. This material is distributed at demonstration teachers' meetings, sent to individual teachers to help them solve special problems, left with teachers on the occasion of school visitation, and is occasionally mailed to county superintendents for distribution among the teachers of the county.

Inspection of the housekeeping and of sanitary conditions in the schools visited is one of the supervisors' duties. Improvement along these lines has been facilitated in some schools selected as demonstration centers through the plan of holding the organization day at a date some time in advance of the demonstration meeting. In order that the school selected for demonstration purposes may present a good appearance to the visiting teachers and other guests on demonstration day, teachers attend to housekeeping details which they may have inadvertently neglected; and the trustees and patrons, at the suggestion of the supervisor and the county superintendent, during the interval between the organization and the demonstration days, make needed repairs in buildings, yards, and walks; clean walls; put up curtains, and in numerous ways improve the school.

In the course of their regular school visitation, supervisors note the condition of buildings and grounds, and where opportunity permits, discuss with county superintendents and school trustees the desirability of remedying outstanding deficiencies in the school plant or its care. In a 1929-30 report, one of the supervisors states that insanitary conditions prevail in some localities. The supervisor recommends that a survey should be made of physical conditions in rural schools in order that the following information may be available: Number of schools in which drainage pollutes the source of drinking water; number of cases in which drinking water has to be carried from a distance due to lack of a school well (distance water must be carried should be ascertained); number of schools with cross lights, with seats too high or too low for pupils; number without a boys' toilet; without a girls' toilet.



Community meetings held to "win the interest of many in the great task of giving our youth an education" are among the occasional activities of supervisors. In a certain sense many demonstration teachers' meetings perform the dual rôle of professional and community meetings. In response to the invitations of county superintendents a number of trustees and patrons assemble with the teachers for a part or all of the day. At some meetings their number is greater than the number of teachers in attendance. Generally, however, the number of trustees and patrons in attendance at a demonstration meeting is from one-fourth to more than one-third as large as the number of teachers. In addition to community meetings of this type, a community meeting, in the sense in which the phrase is generally used, with a program containing a more popular appeal, is occasionally held during the evening following the demonstration meeting. Superintendents and supervisors cooperate with patrons in making these meetings contribute to educational progress. Moreover, parent-teacher associations occasionally hold meetings during the supervisor's stay in a county. Reports show that supervisors generally attend and participate annually in from two to seven programs sponsored by this organization.

*Summary.*—Supervision in Idaho, at the end of its first decade, has much to its credit.

(1) County superintendents feel an increasing responsibility for studying the teaching personnel and for improving the quality of teaching. Year by year they are doing more school visitation of a constructive nature.

(2) Teachers are gradually accepting responsibility for reaching satisfactory standards of educational achievement and for continuing their own professional improvement. This is in part due to the fact that the relatively small number of rural teachers in the State makes it possible for supervisors to establish first-hand professional contacts with a large proportion of them every year. It is true in Idaho that the most isolated teacher knows that her work may be observed during the year by a professionally competent State educational officer eager to help the teacher to do better work.

(3) Relations between teachers in the field and the faculties of the State normal schools have been strengthened. This is true not only of staff members especially concerned with supervisory problems, but of others as well. Critic teachers in the training departments of the State normal schools especially have become definitely conscious of the demands of rural teaching situations in the State.

(4) Supervisors have done much to create an enlightened public opinion favorable to the development of conditions tending to safeguard the health of rural school pupils. The reports reveal that supervisors are convinced of the necessity for bettering the sanitary conditions surrounding pupils in many rural schools; and that they are attempting to arouse superintendents and teachers in cooperation with health authorities to wage a more vigorous campaign in the interests of conserving the health of rural school pupils.