PROJECT IN RESEARCH IN UNIVERSITIES

Preparation for Elementary School Supervision

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Foreword

THIS BULLETIN is one of a series of publications reporting the findings of investigations undertaken during 1936–37 under the Project in Research in Universities of the Office of Education. The project was financed under the Emergency Relief Appropriation Act of 1935, and conducted in accordance with administrative regulations of the Works Progress Administration. Study findings in addition to those reported in this bulletin will be made available in other Office of Education or institutional publications.

The Project in Research in Universities represents a unique and significant innovation in cooperative research. Sixty universities and comparable institutions located in 32 States, the District of Columbia, and Hawaii combined efforts with the Office of Education to conduct 40 studies, 23 of which were proposed by the Office and 17 by the institutions. Each institution was invited to participate in all of the approved studies that it was in a position to undertake. From 1 to 14 studies were conducted in each institution, and a total of more than 150 separate study reports were made to the Office of Education.

An important feature of the project was the widespread and coordinated attack on each problem by a number of universities at the same time. Each study proposed by the Office of Education and accepted by the universities was conducted by 2 or more institutions. As many as 31 institutions, located in 20 States representative of each major geographical division of the country, participated in one study alone. The task of planning, administering, and supervising the many projects and studies on a national scale, under complex and often difficult conditions, demanded the finest type of cooperative endeavor. Except two places where qualified relief workers could not be found or retained, every institution which actually began work on the project carried it through to successful completion. The fine professional spirit in which responsibility for the work was accepted and maintained by the institutions made possible the successful completion of the project within approximately 1 year.

With this professional spirit of cooperation in worth-while research and study of educational problems, was manifested a strong humanitarian desire to join hands with Federal agencies striving during the years of the depression to afford gainful and socially desirable employment to college graduates or former college students in the type of work for which they were best prepared. For these contributions to educational research and to the social good of the Nation, the Office of Education extends to its colleagues and helpers in the universities in the country its grateful acknowledgment and appreciation.

The study reported in this bulletin presents a survey of the opportunities offered by normal schools, teachers colleges, universities, and colleges of arts and sciences for the preparation of supervisors of elementary school instruction as revealed by a study of the institutions' catalogs and by replies to a questionnaire. It analyzes the offerings of these institutions for both general and subject supervisors in order to determine the nature of the curricula and courses offered and to indicate trends in the preparation provided for elementary school supervisors by comparing current offerings with those reported in previous studies. The study reveals the present status of supervisory training as offered in the various types of teacher-education institutions. A list of institutions offering curricula is also included. It is hoped that the findings may be of help to those engaged in planning the educational programs for supervisors, and to prospective students interested in preparing for elementary school supervision.

BESS GOODYKOONTZ,
Assistant Commissioner of Education.

[I]

Background of the Study

CHANGING CONCEPTIONS OF SUPERVISION

THE DEVELOPMENT of elementary school supervision in this country has been marked by a general change in purposes and functions. Supervisory powers once vested in school committees, school boards, and other legally appointed bodies; and later in school clerk, business manager, and superintendent, have come to be exercised by a specially trained supervisor or director of instruction. Although at one time commonly synonymous with inspection, supervision has now progressed to the present stage of professional leadership and cooperative service. From general administrative oversight of the entire school, the functions of supervision have been separated to designate administrative supervision which pertains to general control of the school system, and instructional supervision which relates to improvement of instruction and of teaching conditions. Six major functions of instructional supervision recently derived from an analysis of duties performed by supervisors include: (1) Study of the pupil, (2) training of teachers (3) conduct of curriculum investigations, (4) preparation and installation of courses of study, (5) selection of textbooks and preparation of materials of instruction, and (6) conduct of a public relations program.[1]

THE PROBLEM OF PREPARATION FOR SUPERVISION

These six functions show the broad scope of a modern program of supervision—one which is concerned with pupils, teachers, and parents; with curriculum, methods, and materials; with investigation into community and individual needs; and with the guidance of instruction to meet these needs. To be carried on most effectively such programs require the leadership of competent persons, with "social intelligence, professional scholar-

[1] Department of supervisors and directors of instruction of the National Education Association. Seventh yearbook, 1934: Scientific method in supervisory programs, p. 32.

ship, professional insight, and professional imagination."[2] It is inconceivable that these qualities can be developed, or that they can be used to greatest advantage once they have been developed, without adequate training which provides a working philosophy of educational leadership, an understanding of the specific duties and activities of supervisors, and familiarity with the best supervisory techniques. It is such technical training in addition to a broad academic and professional background that promotes progress toward an increasingly higher type of educational leadership.

The total picture of the training which superintendents believe should be acquired by supervisors is shown in the following outline:[3]

The supervisor should know:

- The science and philosophy of education.
- The principles, common problems, and accepted procedures of school supervision.
- The principles, problems, and accepted procedures of school administration.
- The principles of general method or pedagogy, with perhaps some familiarity with special methods in certain fields.
- The psychology of learning, of childhood, of adolescence. General social psychology.
- The accepted procedures of research: Statistical, laboratory, group experimental.
- The nature and use of simple statistical terms and procedures.
- The theory underlying the various uses of standard tests and scales. The principles of test construction.
- The present curriculum problem, methods of attack, types of courses being developed.

The supervisor should be able to:

- Confer with various types of individuals in such way as to accomplish purposes.
- Confer with various types of groups, organize and direct conferences and meetings in such way as to accomplish purposes.
- Do long-time planning of supervisory activities, remedial teaching, and improvement in service.
- Demonstrate good teaching procedure, that is, in terms of general method.
- Analyze objectively observed teaching procedure, and organize intelligent critical discussions thereof.
- Construct and use reliable objective standards for the evaluation of teaching, the evaluation of texts, or of supplies.
- Secure the cooperation of individuals and groups in the foregoing and other activities.
- Construct brief analytical bibliographies and reviews of the recent periodicals and books.

[2] Eighth yearbook. Department of Superintendence of the National Education Association. 1930: The Superintendent surveys supervision, p. 13.

[3] Ibid., p. 211.

School and child hygiene.
Certain training other than professional which will not be listed here.
Methods and technic of child accounting—pupil personnel work and guidance, including school progress and age-grade charts.
Principles underlying leadership and cooperation—how to get on with people without friction—social intelligence.
The evidence and findings of scientific studies of method.
Write and circulate well-organized supervisory bulletins.
Plan and carry on research and direct others in research. (In curriculum reconstruction, experimental teaching, development of information tests, etc.)
Carry on testing programs, either for the lay public or the teaching body.
Keep clear and adequate records of his own activities, a filing system.
Develop teacher morale and professional spirit.
Keep up with modern developments in education, which means that he must be familiar with the sources of new ideas, such as experimental schools, professional monographs, and periodicals.
Speak clearly and easily before lay or professional audiences.

While some of the things the supervisor should know and be able to do undoubtedly should be acquired in preparation for classroom teaching, many of them represent the technical education needed specifically for supervision. Where is such training provided? What curricula and courses for the technical education of supervisors are being currently offered by teachers colleges, normal schools, universities, and colleges of arts and sciences? These are the questions which the present study aims to answer for elementary school supervisors only, and within certain limitations which will be defined later.

PREVIOUS STUDIES

Hosic's investigation [4] was the first to reveal a lack of courses offered in teacher-education institutions for the preparation of general supervisors. His findings, drawn from catalogs and bulletins of 144 institutions for the year 1926–27 showed that during the regular academic year only 17 institutions offered courses clearly planned for general supervisors. Only 16 institutions offered such courses during the summer session of 1926. In explanation of these findings, Hosic states:

> The chief reason for this paucity of courses for supervisors is probably the smallness of the number of such officers in the school systems

[4] Hosic, James F. The training of general supervisors. *In* National conference on educational method. First yearbook. Educational supervision. Ch. XI. New York, Teachers College, Columbia University, 1928

of the country. Excluding those persons whose functions are mainly or largely administrative, such as superintendents and principals, and also those who are concerned with particular subjects of study or kinds of pupils, such as supervisors of geography and supervisors of defective children, we have left a comparatively small group, probably less than two thousand in all.[5]

It should be remembered that although Hosic excluded special supervisors from his study, he included curricula for elementary school principals and similar administrative officers as well as for general supervisors. He therefore, seems justified in observing that "the absence of courses dealing specifically with the supervisor's task is striking."

The increased interest in supervision manifested by educational groups following 1926–27 stimulated two later studies, one by Lindeman[6] in 1930, and the other by Herron[7] in 1933. The first was concerned with an analysis of courses offered by teacher-education institutions during the academic year 1929–30 for the technical preparation of all types of public-school supervisors, whereas the second, like that of Hosic, dealt with curriculum offerings for general supervisors, the year studied being 1931–32.

Lindeman's findings, based on catalogs of 128 teachers colleges and 134 universities and colleges of arts and sciences showed that 192 of the 262 institutions, 73.3 percent, offered at least one course dealing with some aspect of supervision in 1929–30. Although these findings, expressed in terms of courses rather than curricula, are not precisely comparable with those of Hosic, they appear to indicate, as Lindeman points out, that increased provision had been made during the 3-year period for technical preparation of supervisors. That teacher-training institutions, by and large, however, had not built up elaborate programs for preparing supervisors in 1930 is shown by the fact that the average number of courses in supervision was 2 for teachers colleges and 2.3 for universities and colleges of arts and sciences.

As already indicated, Herron's findings presented 3 years later were concerned with the preparation of general supervisors. Of the 266 institutions studied, 39, or 14 percent, offered a curriculum for general supervisors.

> Using Hosic's study as a basis of reckoning, these data show that there are at least one-sixth more teacher-training institutions offering a specific curriculum for general supervisors of elementary instruction than in 1926–27. Furthermore, they indicate that teacher-training institutions

[5] Ibid., p. 136-37.

[6] Lindeman, C. W. Current offerings for the technical training of public school supervisors. Doctor's thesis, School of Education, New York University, 1931. 162 p. Unpublished.

[7] Herron, Allen M. An evaluation of the available training programs for general elementary supervisors. Educational administration and supervision, 19:124–28, February 1933.

are taking cognizance of the need for definite training programs for general elementary supervisors and that increased provisions are being made.[8]

In terms of course offerings, Herron found that 183 institutions—103 teachers colleges and 80 universities and colleges of arts and sciences—or 68.8 percent of the total number studied, offered one or more courses in supervision for the academic year 1931–32. What appears to have been a decline from Lindeman's 73.3 percent can probably be explained by the difference in scope of the two studies, Lindeman's including preparation for special as well as for general supervisors.

Herron concluded that despite a marked tendency for teacher-education institutions to increase their offerings of professional courses for supervisors, opportunities for the preparation of general elementary supervisors were inadequate at the time of his investigation.

NEED FOR THE PRESENT STUDY

Supervision, like other aspects of education, is far from static. Many factors act singly or in combination to modify the services which supervisors are called upon to render, and even to change the fundamental nature of their office. Better trained teachers, new developments in education growing out of social demands, a more refined concept of the science of education, an increasing emphasis upon creative supervision—all influence supervisory functions and responsibilities. Because of these constant changes, the programs of institutions engaged in the preparation of supervisors should be continually analyzed and appraised in order to determine how adequately such programs are adapted to current needs.

Although some reductions and adjustments in supervisory services have resulted from economic curtailments in educational expenditures since 1930, recent studies show that supervisory programs have remained fairly stable during these years, particularly in the larger cities. In others, general supervision has tended to become the cooperative undertaking of teachers and principal, or one of the functions of the assistant superintendent or director of instruction. In any case, supervision has, in the main, proved itself a fundamental element in the instructional process, and not a mere accessory or luxury to be dispensed with at the first threat of "hard times." Nor has the belief of theorists that teacher self-leadership will eventually supplant external supervision shown signs of immediate realization. The fact that leadership is still furnished primarily by an individual other than the teacher—by supervisor, principal, or director of education, implies

[8] Ibid., p. 127.

specific qualifications and technical preparation, the nature of which is considered in this report.

A final need for the present study has its origin in current problems of research in the field of supervision. Chief among them is the problem of what constitutes research in supervision; in other words, what distinction can be made between studies in methods of teaching and in supervision or between studies in curriculum and in supervision.[9] The most recent summary of research in the field of supervision is restricted to research which has to do with the relationships between supervisors and teachers and the activities which are carried on in these relationships in the hope that "this rigid classification will help to clarify our thinking on the status of supervision and its scientific basis." [10] It seems reasonable to extend the problem of what constitutes research in supervision to include what constitutes training in supervision. A consideration of this problem through an analysis of the technical courses offered by teacher-education institutions should go beyond a mere identification of institutions offering curricula for supervisors and aid in clarifying the meaning of supervision in its modern sense.

PRACTICAL USEFULNESS OF THE STUDY

The problem undertaken in this study was conceived of as one which could be of practical value to deans and directors of teachers colleges and departments and colleges of education; to administrators of public-school systems; and to prospective elementary school supervisors. It is hoped that the first group may utilize the findings as a means of comparing the policies and practices of their own institutions with general tendencies among institutions of a similar kind which provide curricula for general and special-subject supervision. Such comparisons together with a study of trends in supervisory preparation should aid in evaluating current practices and in determining the need for their modification.

Administrators of public-school systems may find the study useful in meeting the frequent challenge of laymen and teachers as to the effectiveness of supervision. To know what kind of preparation is available to supervisors and the extent to which it prepares supervisors to carry on the functions expected of them, should aid administrators in justifying the employment of a person trained in the techniques of supervisory leadership.

To prospective supervisors of elementary schools the study may have value in indicating the nature and scope of the training required by certain

[9] American educational research association. Psychology of learning, general methods of teaching, and supervision. Review of educational research, 6: 324–26, June 1936.

[10] Ibid., p. 327–28.

States for supervisory certificate, diploma, or degree, and in identifying institutions which offer curricula for the technical preparation of general and special-subject supervisors. What specific courses are offered in these supervisory curricula, and at what level they are offered are the kinds of detail which the prospective student may obtain through examining catalogs of selected institutions identified in the present study.

[II]

Procedures

SINCE THE GENERAL purpose of this study is to determine what curricula and courses are now being offered by colleges and universities for the technical preparation of both general and special-subject supervisors of elementary schools, it deals with such questions as the following: How generally are teachers colleges, universities, and colleges of arts and sciences now offering curricula and courses for the preparation of elementary supervisors? What is the comparative frequency of such offerings among the various types of institutions? Under what administrative units are the curricula organized? At what academic level are they offered? What special fields of supervision do they represent? What is the nature of the curricula and the content of courses provided in elementary school supervision? What are the trends in curricula and courses as shown by a comparison of the present offerings with the findings of previous studies?

METHODS OF CONDUCTING THE INVESTIGATION

The sources of data for this study are current catalogs from normal schools, teachers colleges, universities, and colleges of arts and sciences supported by information received from questionnaires sent to these institutions regarding the provisions made for the technical preparation of supervisors of general and special subjects in kindergartens and grades 1 through 6 or 8.

An attempt was made first to secure information through questionnaires sent to 797 institutions listed in the Educational Directory of 1936.[1] These institutions include normal schools, teachers colleges, and universities and colleges of arts and sciences maintaining either a college or a department of education. Included among them are both privately and publicly supported institutions, and those enrolling Negroes only. Geo-

[1] United States Department of the Interior, Office of Education. Educational directory, 1936. Part III. p. 5–50. (Bulletin, 1936. no. 1.)

graphically, the 797 institutions represent the 48 States of the Union, the District of Columbia, and four outlying parts of the United States—Alaska, Hawaii, Philippine Islands, and Puerto Rico.

Slightly more than half of the normal schools and teachers colleges (54.7 percent) replied to the inquiry. A larger proportion of the teachers colleges (60 percent) sent replies than did the normal schools (46 percent), while the proportionate number of replies from the publicly supported normal schools and teachers colleges (60.2 percent) was nearly twice that of the privately supported institutions (35 percent). Of universities and colleges of arts and sciences, 37 percent returned the questionnaire.

The original tabulation of data from the questionnaires and from the catalog announcements was made by WPA workers. These initial analyses revealed certain inconsistencies among replies that prevented an accurate and comprehensive interpretation of data and indicated the need for a more detailed analysis of catalog statements. For this reason it was decided to utilize catalogs as the chief source of information and replies to the questionnaire as a means of supplementing and interpreting the catalog statements. Consequently, a second analysis was made by the author, using catalogs filed in the Office of Education. Catalogs of summer sessions and bulletins of correspondence and extension work were omitted, and the analysis was limited to catalogs for the regular academic year. These were available for all but 15 of the 797 institutions. Since questionnaires had been returned from 4 of these 15 institutions, only 11 (1 teachers college and 10 normal schools) were finally excluded from the study (table 1).

TABLE 1.—*Institutions distributed according to type and to sources of information for this study*

Types of institutions	Sources of information				
	Catalog and questionnaire	Catalog only	Questionnaire only	None	Total
1	2	3	4	5	6
Normal schools	36	38	4	10	88
Teachers colleges	104	70		1	175
Universities and colleges of arts and sciences maintaining a college of education [1]	40	66			106
Universities and colleges of arts and sciences maintaining a department of education	156	272			428
Total	**336**	**446**	**4**	**11**	**797**

[1] Throughout this report *colleges of education* include also *schools of education*.

The total number of institutions studied includes 88 normal schools, 175 teachers colleges, and 534 universities and colleges of arts and sciences, of which 106 maintain a college of education, and 428 a department of education. The classification of institutions on this basis was made in accordance with the mailing lists of the Office of Education which are built upon statements made by the institutions themselves concerning their organization of colleges or departments of education. In general it may be said that departments of education not listed as "professional" in the Educational Directory tend to prevail in liberal arts colleges where more emphasis is placed upon academic subjects than upon professional training.

For the most part, the catalogs studied were published in 1935, 1936, and 1937, date of publication being defined as the first date listed on a catalog covering a single academic year, i. e., 1936 for a 1936–37 catalog, and the central figure for a catalog dated to serve more than one academic year, i. e., 1936 for a 1935–37 catalog. Of the 248 catalogs of normal schools and teachers colleges, 89 percent were published between 1935 and 1937, while 98 percent of the 534 university and college catalogs fell within the same dates. Only 5 of the catalogs dated before 1935 represented institutions which offer curricula or courses for supervisors. Of these, 3 were dated 1934, and 2 bore dates of 1931 and 1933. On the whole, therefore, the findings of this study represent current practices among teacher-education institutions concerning curriculum provisions for the preparation of elementary school supervisors.

LIMITATIONS OF THE STUDY

It must be recognized that using catalogs and similar publications as sources of data is open to a degree of criticism. Inasmuch, however, as they provide the chief source of information for prospective students of supervision, for administrators of other institutions, and for research workers interested in a study of practices and policies concerning any or all aspects of the curriculum, their use as a basis for the present study seems valid. Supplementing the data by questionnaire returns serves as a check on the validity of the catalog statements and gives a more complete picture of existing conditions.

Because the study is concerned with preparation for elementary school supervision as a specific function, no attempt has been made to analyze curricula for principals and other types of administrators whose duties include supervision. In many cases, however, it was not possible to divorce the preparation of supervisors from that of superintendents and principals, since the curriculum frequently includes all three. For example, the State

Teachers College at Aberdeen, S. Dak., offers "a four-year curriculum leading to a B. S. degree in Education designed to train elementary teachers, supervisors, principals, and county superintendents" and "the major in elementary education is designed for . . . principalships in elementary schools or for supervisory work." Such courses in school administration as are considered either are of this nature or are specifically designated for supervisors and incorporated in the supervisory curriculum. The limitation of the study to elementary school supervision also excludes consideration of institutions offering preparation for supervisors of secondary schools. If such institutions are listed in the directory of institutions offering curricula (appendix), it is only because they also provide curricula for the training of elementary school supervisors, which is the basis for inclusion.

Some limitations must also be recognized in comparing the findings of the present study with those of Hosic, Lindeman, and Herron, for the reason that although the techniques are similar, the studies vary in scope and in comprehensiveness of treatment. At least two of the three earlier studies, those by Lindeman and Herron, were restricted to teachers colleges which offer 4 years of work beyond the secondary school and grant degrees, and to universities and colleges of arts and sciences which have recognized departments or colleges of education—institutions designed for the preparation of colored teachers being excluded. The present study, on the other hand, is extended to include also normal schools, Negro institutions, and colleges of arts and sciences with departments of education. The number of institutions is therefore almost three times that of any previous study.

Inasmuch, however, as it seems desirable to interpret current curriculum practices in the light of certain trends in those practices, comparisons among the various studies will be made from time to time with such reservations in interpretation as seem necessary.

[III]

General Findings

A SUMMARY of data shows (1) how generally supervisory preparation is now being offered by various types of teacher-education institutions, (2) how these institutions are distributed among the States, and (3) what is the general trend in curriculum practices with respect to the education of elementary school supervisors.

INSTITUTIONS OFFERING PREPARATION FOR ELEMENTARY SCHOOL SUPERVISORS

Of the 786 institutions for which data were available for study, fewer than one-third (29 percent) offer either a curriculum or separate courses dealing with elementary school supervision (table 2). Universities and colleges of

TABLE 2.—*Provisions for the preparation of elementary school supervisors*

Types of institutions	Curriculum or sequence of courses		Separate courses		No special provision		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7	8	9
Normal schools	2	2.6	4	5.1	72	92.3	78	100
Teachers colleges	[1] 64	36.8	[1] 33	19.0	77	44.2	174	100
Universities and colleges of arts and sciences maintaining a college of education	61	57.5	11	10.4	34	32.1	106	100
Universities and colleges of arts and sciences maintaining a department of education	[2] 31	7.2	24	5.6	373	87.2	428	100
Total	158	20.1	72	9.2	556	70.7	786	100

[1] Includes 1 institution for Negroes.
[2] Includes 2 institutions for Negroes.

arts and sciences maintaining recognized colleges or schools of education rank first, 67.9 percent providing some supervisory training; and normal

schools last, of which only 2 (2.6 percent) offer a curriculum in supervision, and 4 (5.1 percent), one or more separate courses. Between these two extremes are to be found teachers colleges, of which more than half (55.8 percent) provide some kind of supervisory training, and universities and colleges of arts and sciences maintaining departments of education, whose percentage of 12.8 is about an equal representation of curricula (7.2 percent) and separate courses (5.6 percent).

It seems important for purposes of this study to differentiate between a curriculum in supervision and separate courses in that field. A curriculum is defined here as "a more or less systematically arranged group of courses which leads to a certificate, diploma, or degree, and in which the student is at least partially restricted in his choice of courses." [1] The classification of an institution as one offering a curriculum is determined on the basis of what seems to be clear evidence that a systematic sequence of courses in elementary school supervision is being offered. For the most part, curricula can be identified by title, as for example, "Curriculum for the Preparation of Supervisors of Music in Public Schools," "Suggested Graduate Program for Supervisors in Elementary Schools," "Curriculum for Supervisors," and "Curriculum for the Preparation of Supervisors and Teachers of the Special Subjects." In other cases, their identification is based upon a descriptive statement to the effect that the institution organizes curricula to conform with the State certification law for "limited supervisory certificate," "for first-grade administration and supervisory licenses," "for a special certificate . . . for supervision in the grades," and "for all types of school service, including supervision." Again, curricula are indicated in catalogs by partial or complete outlines of course requirements for a diploma or degree in general or special subject supervision.

It is apparent from table 2 that both teachers colleges and colleges and departments of education more commonly provide supervisory training through an organized sequence of courses than through separate courses. In 36.8, 57.5, and 7.2 percent of these institutions, respectively, a person interested in preparing for elementary school supervision can find opportunity for obtaining a certificate or degree in that field; while in only 19, 10.4, and 5.6 percent will he find separate courses dealing with some aspect of supervision. Although there is relatively little opportunity, on the other hand, for any training in supervision in normal schools these institutions generally tend to provide separate rather than sequentially organized courses.

[1] Deyoe, George P. Certain trends in curriculum practices and policies in State normal schools and teachers colleges. New York, Bureau of Publications, Teachers College, Columbia University, 1934. p. 28.

The small number of institutions offering separate courses in supervision may be explained in part by a tendency in the direction of organized sequences of courses or curricula, and in part by the fact that only those courses are counted which by title or description indicate that they are specifically designed for the training of elementary school supervisors. This limitation, therefore, excludes courses intended to orient teachers concerning the services and functions of supervision, those which may be adapted for supervisors, and those designed for superintendents and elementary school principals. In many cases, the last group of courses undoubtedly treats of supervisory functions from the point of view of the administrator. To the extent that the definition of separate courses as used here excludes such provisions for supervisory training, the facts presented in table 2 may fail to give an altogether true picture of current practices as they relate to separate courses in supervision.

No attempt was made to analyze separate courses in supervision offered out of sequence. The general nature of the courses, however, is implied by the following titles mentioned most frequently: Supervision of Instruction; Supervision of the Elementary School; Elementary Education (from the point of view of supervision); Curriculum Making (for supervisors); Rural School Organization, Administration, and Supervision; and Creative Supervision. The nature of the courses offered in sequence and comprising the 158 curricula indicated in table 2 will be shown in part IV.

GEOGRAPHIC DISTRIBUTION

In all but two States, Delaware and Nevada, one or more teachers colleges or universities and colleges of arts and sciences offer either curricula or separate courses for the technical preparation of elementary school supervisors (tables 3 and 4). The range is from 1 to 18 institutions per State, the median being 3.9, or approximately 4 institutions per State. In terms of the total number of institutions offering curricula or courses in elementary school supervision, Pennsylvania ranks first with 18, Ohio second with 15, and California third with 14; while 11 States—Connecticut, Idaho, Maine, Maryland, Rhode Island, South Carolina, South Dakota, Utah, Vermont, West Virginia, and Wyoming—have but one institution each where prospective elementary school supervisors can obtain technical preparation. It may be of interest to state in this connection that Pennsylvania also ranks first in number of elementary school supervisors in service as shown by the mailing list of the Office of Education compiled from reports of school systems in cities and towns with populations of more than 2,500. By the same list, Ohio and California rank in the highest

quarter, and Idaho, Maryland, South Carolina, South Dakota, Utah, Vermont, and Wyoming in the lowest quarter. Although it is readily recognized that educational institutions serve other States than their own, there appears to be some correspondence between the relative position of a State with respect to the number of provisions which it makes for supervisory training and the degree to which its schools employ supervisors. The correspondence is less marked when rankings with respect to provisions for supervisory training are based on the percentage of institutions within a State offering such training.

TABLE 3.—*Geographic distribution of teachers colleges and normal schools with respect to opportunities for supervisory preparation*

State	Number offering a curriculum or separate courses in supervision	Number offering no specified preparation for supervisors	Total
1	2	3	4
Alabama	1	6	7
Arizona	2		2
Arkansas	1	1	2
California	7	1	8
Colorado	2	1	3
Connecticut		8	8
District of Columbia		4	4
Georgia	1	1	2
Idaho		2	2
Illinois	5	8	13
Indiana	3	2	5
Iowa	1		1
Kansas	2		2
Kentucky	4	1	5
Louisiana	1	1	2
Maine		5	5
Maryland		5	5
Massachusetts	1	16	17
Michigan	6	1	5
Minnesota		2	8
Mississippi	2	1	3
Missouri	7	3	10
Montana	1	1	2
Nebraska	3	2	5
New Hampshire	2		2
New Jersey	2	5	7
New Mexico	2		2
New York	3	16	19
North Carolina	4	4	8
North Dakota	4	1	5
Ohio		3	3
Oklahoma		7	7
Oregon	3	2	5
Pennsylvania	6	11	17
Rhode Island	1		1

TABLE 3.—*Geographic distribution of teachers colleges and normal schools with respect to opportunities for supervisory preparation*—Continued

State	Number offering curricula or separate courses in supervision	Number offering no specified preparation for supervisors	Total
1	2	3	4
South Carolina		3	
South Dakota	1	3	
Tennessee	4	3	
Texas	5	3	
Vermont		3	
Virginia	4	1	
Washington	2	2	
West Virginia	1	5	
Wisconsin	5	5	
Continental United States	**103**	**149**	252

TABLE 4.—*Geographic distribution of universities and colleges of arts and sciences with respect to opportunities for supervisory preparation*

State or outlying part	Number offering curricula or separate courses in supervision	Number offering no specified training for supervisors	Total
1	2	3	4
Alabama	2	7	
Arizona	1		1
Arkansas	1	5	
California	7	5	12
Colorado	2	4	6
Connecticut	1	2	
Delaware		1	1
District of Columbia	2	5	
Florida	3	3	
Georgia	6	10	16
Idaho	1	3	
Illinois	6	22	28
Indiana	3	17	20
Iowa	5	15	20
Kansas	2	13	15
Kentucky	2	7	
Louisiana	2	5	
Maine	1	2	3
Maryland	1	10	11
Massachusetts	1	12	13
Michigan	4	12	16
Minnesota	1	13	14
Mississippi	4	7	11
Missouri	3	10	13
Montana	1	3	4
Nebraska	2	9	11
Nevada		1	1
New Hampshire		3	3
New Jersey	1	4	5
New Mexico	1	1	2

TABLE 4.—*Geographic distribution of universities and colleges of arts and sciences with respect to opportunities for supervisory preparation*—Continued

State or outlying part	Number offering curricula or separate courses in supervision	Number offering no specified training for supervisors	Total
1	2	3	4
New York	7	24	31
North Carolina	3	19	22
North Dakota	1	2	3
Ohio	15	20	35
Oklahoma	3	6	9
Oregon	2	4	6
Pennsylvania	12	29	41
Rhode Island		2	2
South Carolina	1	14	15
South Dakota		7	7
Tennessee	1	16	17
Texas	6	17	23
Utah	1	2	3
Vermont	1	2	3
Virginia	2	9	11
Washington	1	7	8
West Virginia		6	6
Wisconsin	2	8	10
Wyoming	1		1
Outlying parts of the United States			
Alaska		1	1
Canal Zone			
Guam			
Hawaii		1	1
Philippine Islands	1		1
Puerto Rico	1		1
Samoa			
Virgin Islands			
Total	**127**	**407**	**534**

TRENDS IN THE SCOPE OF CURRICULA

Although no very conclusive evidence can be presented to show specific trends in curriculum offerings pertaining to supervision, a comparison of the findings of the present study with those of earlier studies may suggest certain general trends in practices. The limitations of such a comparison, as mentioned earlier, grow chiefly out of differences in the scope of the studies.

In the 10 years that have elapsed since Hosic's study,[2] notable progress has been made by teacher-education institutions in their provision of technical curricula and courses for prospective supervisors. Whereas only 12 percent of the 144 institutions studied in 1926–27 offered courses

[2] Hosic, James F., Op. cit.

in general supervision, more than 29 percent of the 786 institutions studied in 1937 provide curricula or separate courses in general and special-subject supervision. When the number of institutions in the present study is reduced to a basis comparable with earlier studies, that is, when it is restricted to 4-year teachers colleges and universities and colleges of arts and sciences preparing white teachers and maintaining recognized colleges of education, a total of 267 institutions, this percentage is increased to 64.8. When the offerings are also restricted to general supervision, as in Hosic's study, 38.9 percent of the 267 institutions offer curricula in that field, and 55.4 percent offer either general curricula or general courses. Even these percentages, however, probably fail to show the total increase in offerings in general supervision since 1926–27, for the reason that the present study excludes curricula for elementary school principals and similar administrative officers whose functions include supervision, whereas they were included in Hosic's data.

Whether the increased provision for supervisory preparation during the past 10 years has resulted from an increase in the number of supervisory officers in school systems of the country, which Hosic reported as small when compared with the number of administrators at the time of his study,[3] or whether it represents a growing interest in especially prepared school officers regardless of their number, cannot be determined. Probably both factors may be considered causal.

The general trend in supervisory offerings since 1930 is suggested by a comparison of present data with those of Lindeman [4] and Herron.[5] Although the proportion of teachers colleges and universities and colleges of arts and sciences offering all types of preparation for elementary supervision, 64.8 percent, is smaller than the 73.3 percent reported by Lindeman as representing the same fields, the difference cannot be interpreted as a decline in offerings since 1929-30. It needs rather to be explained by the difference in the scope of the two studies, the present one being restricted to elementary supervision alone as against the broader field of supervision at both elementary and secondary levels as considered by Lindeman. Probably little significance should therefore be attached to the seemingly lower percentage of offerings reported here.

Justification for this conclusion is to be found in the use of Herron's study which is more nearly comparable in scope to the present study than that of Lindeman. Of the 266 institutions reported by Herron, only 39, or 14 percent, offered a curriculum for general elementary supervisors. When this percentage, 14, is compared with the 38.9 percent of 267 similarly selected

[3] Ibid., p. 136-37.
[4] Lindeman, C. W., Op. cit.
[5] Herron, Allen M., Op. cit.

institutions currently offering general curricula, it is apparent that almost three times as many teacher-training institutions now offer definite preparation programs for general elementary supervisors as in 1931–32. The percent of institutions offering one or more separate courses in general supervision, on the other hand, has declined slightly during the same period, 68.8 percent being reported for 1931–32 as against 55.4 percent at the present time. This decrease in separate course offerings, when compared with the increase in curricula, seems to represent an encouraging trend, at least among teachers colleges and other institutions having professional colleges of education, toward systematized supervisory preparation, provided through a sequence of courses pertaining specifically to supervision and leading to a supervisory certificate, diploma, or degree.

That this trend is less general when the total number of higher institutions, 786, is considered, is shown in table 2. Perhaps, however, the small number of supervisory curricula offered by normal schools and colleges of arts and sciences, is not altogether unjustified. The question is frequently raised as to whether these institutions should be expected to train supervisors or whether they are even equipped to do so; whether it is not rather their function to train teachers of general and special subjects, leaving to 4-year teachers colleges and colleges of education the responsibility of preparing supervisors, assuming that the latter types of institutions are equipped to prepare special-subject supervisors.

[IV]

Curricula in Elementary School Supervision

IN ADDITION to assembling facts relative to the number of normal schools, teachers colleges, departments and colleges of education now offering specialized preparation for supervision, and indicating general trends in curriculum practices during the past decade, this study is concerned with determining the specific nature of these practices and the content of the various curricula offered. In this connection, attention is centered upon catalogs and questionnaires from the 158 institutions providing systematized training in supervision which leads to a certificate, diploma, or degree. Included among these institutions are 2 normal schools, 64 teachers colleges, 61 colleges of education, and 31 departments of education (table 2). These institutions are listed in the directory in the appendix.

An analysis of curricula in supervision to the exclusion of separate courses seems justified (1) by the common belief that supervision is a complex and highly technical task which requires an organized system of training; and (2) by the apparent tendency among teachers colleges and colleges of education to provide curricula rather than separate courses in supervision. The analysis reveals the administrative control under which the curricula are organized, the fields of specialization and the academic levels represented, the general nature of the curricula and the content of representative courses comprising general and special subject curricula.

ADMINISTRATIVE CONTROL OF CURRICULA

Under what unit of the institution is the curriculum administered?—In the smaller institutions the curriculum in supervision is one of a series of curriculum offerings controlled by the central administrative authorities of the institution. In the larger institutions, on the other hand, responsibility is usually delegated to divisions or departments under such titles as school, college or department of education or teachers college; conservatory, school, division, or department of music; school or college of fine or allied arts; department

or division of health and physical education; and the graduate school or graduate division. Announcements of the offerings usually indicate that these schools and colleges assume responsibility for meeting State certification requirements for supervisors of instruction and for meeting the professional needs of students majoring in the field of supervision. For example, "the chief purpose of the college of education in the University of Arizona" is "to enable the University to meet the needs of the State in the preparation, training, and certification of teachers, *supervisors* [1] and administrative school officers;" the aim of the division of music education in the Milwaukee State Teachers College is "to develop and train students to become competent teachers and *supervisors* of music to meet the demand of the public schools in the vocal and instrumental fields."

Within these major units of administration some institutions delegate responsibility for the program of supervisory education to a subordinate unit such as a department of elementary education, a department of psychology and education, a division of public-school music, or to a graduate division. In a few instances the curriculum is assigned to a special unit of administration and supervision. For example, the University of Michigan organizes a department of educational administration and supervision among its seven departments of the school of education, each with a chairman, while Fordham University maintains a department of educational administration and methods within its graduate school. Other institutions which have no formally organized divisions or departments sometimes assign to staff members the administration of what is announced as a "Field of specialization" or a "Field of concentration" in administration and supervision.

Is the preparation for supervisors of special subjects such as music or art administered by a division or department of specialization?—Insofar as colleges of arts and sciences are concerned this question can generally be answered positively, but in other types of institutions the responsibility for preparing supervisors of special subjects is usually divided between the divisions of these special subjects and the school of education or the graduate school of the institution, authority being delegated in three different ways. According to the first, the curriculum is administered in the special subject division but the technical courses in supervision and the courses in educational principles and methods are given in the departments of education and psychology. For example, curricula leading to the degree of bachelor of music in general supervision and in instrumental supervision, as offered by Michigan State College of Agriculture and Applied Science, provide that candidates shall

[1] Where the word *supervisor* or *supervision* is italicized in quotations from catalogs, it has been done by the writer of this study for the sake of emphasis.

receive their musical training in the Division of Liberal Arts where they are granted their degree, but shall be required to complete specified courses in the Department of Education.

By the second method, the curriculum is announced by both the department of education and certain special-subject divisions with the administrative responsibility divided between the two. The University of Kansas serves as an illustration here. In this institution students who have completed the baccalaureate degree in public-school music or its equivalent, may enroll in courses leading to the degree of master of music education, granted by the school of fine arts, or of master of science in education with a major in public-school music, granted by the department of education.

In accordance with the third means of administering curricula in special subject supervision, the major responsibility is delegated to a department or school of education which (1) may assume complete control, (2) solicit the cooperation of special subject divisions, or (3) offer a "core" curriculum which acts as a basis for specialization. This third type of delegated responsibility is exemplified by the College of Education of the Ohio State University which offers three types of 4-year curricula leading to the degree of bachelor of science in education—*general*, *special*, under which supervisors of the "special" subjects are trained, and *elementary* which includes the preparation of "general" supervisors; by the College of Education of the University of New Mexico whose major purpose is "to correlate the forces of the university in order to meet the needs of the State in the preparation, training, and certification of teachers, *supervisors*, and administrators"; and by the Milwaukee State Teachers College which offers a General Core-Curriculum listing groups of required and optional courses and indicating the fields for major and minor studies.

Under what administrative unit is graduate work in supervision offered? Again practices vary. The most common tendency is to list the graduate offerings among those of schools of general or special subject education under such a heading as "Graduate majors in administration and supervision." In other cases, graduate work is offered only by the separate graduate division or under the combined authority of a school of education, a school of music or other special field together with the all-university graduate school. Regardless of the unit administering the graduate work, emphasis is generally placed upon meeting the regulations of the university graduate school, at the same time preparing supervisors to meet State requirements for certification, and adapting the curriculum to meet the needs and interests of individual students.

FIELDS OF SPECIALIZATION

In its broadest sense, special supervision may be taken to mean one of several types. It may mean the supervision of one or more of the "special" subjects—art, music, health and physical education, industrial and household arts. Again, it may refer to the supervision of a certain unit of the school—the kindergarten–primary grades, intermediate grades, junior and senior high school; or to the supervision of special activities and services, as adult education, Americanization classes, visual education, radio education, etc. In the present study, the special-subject aspect of supervision is given primary consideration rather than the special-unit and special-service aspects, chiefly because it represents the kind of specialization most frequently provided by institutions claiming to prepare special supervisors.

At least two tendencies in elementary education emphasize the importance of supervision of special subjects. One is the platoon type of organization with its subject supervisors in charge of music, art, literature, physical education, and other special subject fields. The other is the tendency to include the teaching of these subjects among the activities of the regular classroom teacher either as separate subjects or as elements of large integrated units of work. In the case of the first type of instruction, the chief function of the special-subject supervisor or director is to coordinate the work of the various teachers in that field and to correlate it with the work of other subject fields. Where regular classroom teachers are responsible for all subjects, the special subject supervisor may have the additional task of increasing the teachers' knowledge of art and music, for example, and of guiding them in presenting the special subjects effectively.

What opportunities are provided for the preparation of supervisors to direct the teaching of special subjects whether by subject expert or by regular classroom teacher? How widely is preparation for general supervision provided by teacher education institutions? The following paragraphs throw light on both of these questions.

Proportionate offerings in general and special fields.—In addition to general supervision, curricula offered by 158 institutions for the preparation of elementary school supervisors include the special fields of music, art, health and physical education, and industrial arts (table 5). The order of frequency with which curricula in these fields are offered follows the listing just given, more than two-thirds (69 percent) of the 158 institutions offering preparation for general supervisors, more than half (57 percent) offering preparation for music supervisors, more than one-sixth (18.3 percent) for supervisors of art, approximately 14 percent for supervisors of health and physical education, and only 6.3 percent for supervisors of industrial arts.

No institution appears to offer a curricula for supervision of the household arts in the elementary school.

So far as special subject supervision is concerned, the order of frequency—music, art, health and physical education and industrial arts—is similar to the order of frequency with which city school systems employ special subject supervisors for the elementary grades as indicated by the 1936 mailing lists of the Office of Education for elementary school supervisors. On the other hand, the relative number of curricula for general supervisors as compared with special subject supervisors is larger than current employment practices in city school systems would seem to justify. It is probable, therefore, that in some institutions the curriculum in general supervision is regarded as a basis for further specialization in the supervision of music, art, and other subjects. The small number of institutions offering preparation for supervisors of industrial arts is doubtless due to the fact that in the elementary grades this subject is usually included as manual arts in the regular art course and consequently no special curriculum is needed. Catalog descriptions of the 10 curricula for supervisors of industrial arts indicate a service provided chiefly for the upper elementary grades.

TABLE 5.—*Number and percent of institutions offering each type of curriculum for elementary school supervisors*

Type of preparation	Normal schools and teachers colleges (66)		Universities and colleges of arts and sciences maintaining a—				Total (158)	
			College of education (61)		Department of education (31)			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7	8	9
General	50	75.4	54	88.5	5	16.1	109	69.0
Music	28	43.1	34	55.7	28	90.3	90	57.0
Art	12	18.5	15	24.6	2	6.4	29	18.3
Health and physical education	10	15.4	10	16.4	2	6.4	22	13.9
Industrial arts	7	10.8	3	4.9	----	----	10	6.3

As might be expected, wide variations exist among the different types of institutions in the specialization offered for supervisory work. *General supervision* is offered by nearly nine-tenths of the Colleges of Education providing preparation for supervisors, by three-fourths of the teachers colleges, and by fewer than one-fifth of the departments of education. *Music supervision*, by contrast, is offered by nine-tenths of the departments of education, by 55.7 percent of the colleges of education, and by 43 percent of the teachers colleges. With respect to the proportion of institutions

offering other fields of specialization there is a fairly close similarity between teachers colleges and colleges of education with but few of the departments of education offering other than music and general supervision curricula.

It seems significant to note that an analysis of supervisors' preparation [2] made in 1929 showed that more of the 75 music supervisors for whom records were available received their preparation in small liberal arts colleges than in any other single type of institution, while less than 15 percent were prepared in universities. That universities and colleges of arts and sciences are increasing their offerings in music supervision is shown by the fact that of the 83 offering courses in elementary and secondary school supervision in 1929–30,[3] only 15.7 percent included courses in music supervision whereas 55.7 percent of those in the present study include curricula in music supervision. A similar increase is evident among teacher colleges with an advance from 16.5 percent of the 109 institutions studied in 1929–30 to 43.1 percent at the present time.

A comparison of the number of fields of specialization offered by the different types of institutions shows that more than one-half of the colleges of education (55.8 percent) offer 2 or more fields of specialization, as against approximately one-third of the teachers colleges (39.4 percent) and one-sixth (16.6 percent) of the departments of education (table 6). The fields of specialization commonly offered by institutions providing more than one curriculum are general, music, and art. General supervision appears in the offerings of all but 12 of the 66 institutions providing more than one field of supervisory preparation, for the probable reason, that it serves as a foundation for specialized supervision.

TABLE 6.—*Number and percent of institutions offering from 1 to 5 curricula in supervision*

Number of curricula	Normal schools and teachers colleges (66)		Universities and colleges of arts and sciences maintaining a—			
			College of education (61)		Department of education (31)	
	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7
1	40	60.6	27	44.2	25	80.7
2	18	27.3	21	34.4	5	16.1
3	4	6.1	7	11.4	1	3.2
4	1	1.5	4	6.6	----	----
5	3	4.5	2	3.3	----	----

[1] Melby, Ernest O. A critical study of the existing organization and administration of supervision. A study of current practice. Bloomington, Ill., Public School Publishing Co., 1929, p. 35.

[3] Lindeman, C. W., Op. Cit., p. 43.

Rural school supervision.—Although Carney[4] found in a recent study that 85 percent of the State normal schools and teachers colleges offer some form of specialized rural instruction, special curricula in rural school supervision were identified for only 18 institutions of all types in the present study. Frequent statements were found in the catalog announcements of other institutions, however, to indicate that problems peculiar to the organization and the improvement of instruction in rural schools are covered in separate courses offered for that purpose. Beyond this, the preparation for rural school supervision seems to be identified with the curricula for general elementary supervision.

The small number of curricula specifically intended to prepare rural school supervisors should not be interpreted to mean that the need for supervision in rural areas is not being recognized. A recent study of the status of supervision in schools of small towns and sparsely settled areas shows that 975 rural school supervisors were reported as employed during the year 1935–36 in 28 States.[5]

Special-unit supervision.—The degree to which curricula should be differentiated for supervisors as well as for teachers of special units in the elementary school is a controversial question. The tendency among teacher-education institutions to disregard special units or divisions of the school in supervision courses may be interpreted to mean that a divisional supervisor should be prepared in the teaching problems, the pupil characteristics, and the instructional needs of the entire elementary school in any type of system rather than of a particular unit or grade level or of a particular type of school system. Deyoe shows that few institutions now offer separate curricula for kindergarten teachers, but combine the kindergarten and primary training, and the upper grades with the junior high school.

ACADEMIC LEVELS OF CURRICULA

Current emphasis upon leadership as a primary characteristic for supervisors implies broad professional preparation. While methods of instruction are emphasized in the teacher's initial education, the supervisor's essential worth to the teacher in service lies in her perspective on teaching techniques and learning situations in terms of current research and of changing social conditions in which the school must function today. The lists of what the supervisor "must know" and "must be able to do", quoted in part I, pertain to techniques of supervision, evaluation of instruction,

[4] Carney, Mabel. The pre-service preparation of rural teachers, Teachers college record, 34:110–38, November 1932.

[5] Gaumnitz, W. H. Status of rural school supervision in the United States in 1935–36. United States Department of the Interior, Office of Education, Pamphlet No. 72. 22 p.

curriculum building, and research techniques besides many aspects of social intelligence.

It must be recognized that the academic level at which preparation is obtained for carrying out these responsibilities cannot be considered a final criterion of success. There is, however, a definite tendency to consider graduate study desirable for supervisors. Not only does such study increase the supervisor's insight into professional and technical problems but tends to increase the respect of teachers for a leader whose degree of preparation exceeds their own. With teachers gradually acquiring better preparation, the bachelor's degree for classroom teachers is now so widely recognized that graduate work for supervisory officers is commonly expected if not required. The desirability of such training is indicated by the recommendation growing out of the National Survey of the Education of Teachers,[6] to the effect that "a minimum requirement of 5 to 6 years of preparation for certification of superintendents, *supervisors*, principals of secondary schools, and principals of elementary schools should be specified by State departments."

The increasing tendency of teacher-education institutions to provide graduate courses in supervision is shown by the fact that between 1900 and 1930 such courses increased from 4 to 27.5 percent of the total number,[7] whereas the percentage of courses open to graduates only compared with those open to graduates and undergraduates increased from 20 to 49 percent. Between 1925 and 1930 there was a doubling of courses open to graduates only.

The following analysis of academic levels at which curricula are currently offered indicates the proportion of institutions now providing graduate work and the levels at which different specialized supervisory work is offered.

Nearly half of the 158 institutions (47.5 percent) offer the supervisor's preparation at a graduate level; 28, or 17.7 percent, offering only graduate work; and 47, or 29.8 percent, offering both undergraduate and graduate work (table 7). Curricula in the remaining institutions (83), with the exception of the 2 nondegree-conferring normal schools, lead to a bachelor's degree only.

[6] National survey of the education of teachers. Volume III: Teacher education curricula. United States Department of the Interior, Office of Education, Bulletin 1933, No. 10, p. 363.

[7] Ibid., p. 447.

TABLE 7.—*Number and percent of institutions offering curricula for supervisors at undergraduate and graduate levels*

Types of institutions	Academic levels					
	Undergraduate		Graduate		Both undergraduate and graduate	
	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7
Normal schools (2)	2	100.0				
Teachers colleges (64)	50	78.1	2	3.2	12	18.7
Universities and colleges of arts and sciences maintaining a college of education (61)	7	11.5	24	39.3	30	49.2
Universities and colleges of arts and sciences maintaining a department of education (31)	24	77.4	2	6.5	5	16.1
Total	83	52.5	28	17.7	47	29.8

Approximately the same proportion of teachers colleges (18.7 percent) and of departments of education in universities and colleges (16.1 percent) offer curricula at both undergraduate and graduate levels. An even closer agreement may be noted for curricula offered at the undergraduate level only, the respective percents of institutions being 78.1 and 77.4.

By contrast, the curricula in 30 of the 61 colleges of education (49.2 percent) are offered at both levels with 24 of the institutions (39.3 percent) restricting their offerings for supervisors to the graduate level, and 7 (11.5 percent) to the undergraduate.

The major explanation for these differences lies in the nature and organization of the different types of institutions. The universities and colleges maintaining departments of education for the most part offer specialized preparation in the fine and liberal arts at a 4-year level and are not organized to carry graduate work. Most of the curricula offered by this group of institutions are in the field of music supervision and with few exceptions this work is predominately academic in nature. Since the major concern of teachers colleges is generally considered to be the preparation of teachers it is not surprising that only a small percentage attempt graduate work in supervision. There is, however, a trend toward the offering of graduate work at the master's degree level by teachers colleges as noted recently by the American Association of Teachers Colleges [8] in its analysis of the scope of majors, types of degrees conferred, and enrollments in a number of institutions. The report suggests that no one pattern of setting

[8] American Association of Teachers Colleges. Sixteenth yearbook. Report of committee on graduate study in a number of institutions. New York, Charles W. Hunt, Secretary, 1937. p. 84–96.

up requirements for the master's degree would be desirable for all teachers colleges but includes a recommendation that the master's degree should represent the culmination of 5 years of college or university work "in the course of which the student (1) attains a special competency in one or more fields of knowledge as judged by his information and his skills, and (2) develops the power to think independently and constructively, that is, to first organize and evaluate evidence on a topic in his special field and to formulate and defend a conclusion. In such a program the fifth or graduate year should emphasize the attainment of such special competency, encourage independence of study, self-activity, and freedom for development, and arouse, re-create, or intensify enthusiasm for some worthy field of human endeavor."

Since provision for graduate work is a fairly recent development in teachers colleges a study [9] of college announcements raises a question of the extent and character of the offerings. Stumpf notes from the number of courses open to both undergraduate and graduate students that the work offered is not yet a complete program of graduate study and recommends that graduate and undergraduate study be divorced as to quality although not necessarily separated administratively. The articulation of graduate and undergraduate work is doubtless a matter of current concern to all types of institutions which offer curricula at both levels. To avoid a sharp line of demarcation between the work of the fourth and fifth years, the George Peabody College for Teachers announces the following plan of organization:

> Students who aspire to positions of service and *leadership* usually take the bachelor's degree and at least 1 year of graduate work leading to a master's degree. This is in harmony with existing trends in education which consistently stress the necessity for increased training for teachers. . . . Frequently, however, there is little unity between the undergraduate and graduate work of students. Peabody College believes that this work should be organized and relayed in one large unit directed toward one definite end. The College has organized the 2 years of the senior college and the first year of graduate work into a 3-year professional unit.

When general and specialized curricula in supervision are ranked according to the number of institutions offering them at the graduate level only, general ranks first, followed, respectively, by art, industrial arts, health and physical education, and music. When rankings are based on all graduate work whether offered alone or with undergraduate, the order becomes general, art, health and physical education, and music. When

[9] Stumpf, W. A. Graduate work in State teachers colleges. School and Society, 46: 834–38, December 25, 1937.

rankings are based on all graduate work whether offered alone or with undergraduate, the order becomes general, art, health and physical education, industrial arts, and music.

These rankings vary among the individual types of institutions. For example, practically all of the curricula in the supervision of school music are given at the undergraduate level in teachers colleges and in institutions maintaining a department of education, while in those having a college of education 29 of the 34 music curricula are offered at a graduate level. A record is given in the following table of the total number of institutions offering the different subject curricula at graduate and undergraduate levels.

TABLE 8.—*Number and percent of general and specialized curricula offered at different academic levels*

Curricula	Academic levels					
	Undergraduate		Graduate		Undergraduate and graduate	
	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7
General (109)	38	34.9	34	31.2	37	33.9
Music (90)	54	60.0	11	12.2	25	27.8
Art (30)	15	50.0	8	26.6	7	23.3
Health and physical education (22)	11	50.0	4	18.2	7	31.8
Industrial arts (10)	6	60.0	2	20.0	2	20.0

GENERAL NATURE OF THE CURRICULA

The quotations from college and university announcements presented in this section are intended to give a general idea of the organization and content of curricula offered for the preparation of elementary school supervisors. Factors which seem to influence the nature of the preparation offered are the fields of specialization—general or special subject supervision—the academic level at which the work is given—undergraduate or graduate, and the requirements for State certification in terms of credit hours, prescribed courses, and prerequisites of experience and training.

State requirements for certification.—Some bulletins and announcements contain a summary of State certification requirements to aid students in determining their eligibility for registration and in orienting themselves as to the essential courses of the curriculum. For example, the Ball State

Teachers College Bulletin lists the State requirements for a general supervisor's license in Indiana as follows:

Applicants for a general supervisor's license, first grade, should present credits and qualifications approximately as follows:

1. Graduation from a standard or approved college or normal school (4-year curriculum).
2. Three years of successful experience as supervisor, principal, or teacher, all of which must have been within the last 10 years preceding the application, exclusive of the time spent in attending school.
3. An elementary school teacher's license, first grade, or the qualifications for such a license.
4. Graduate credit meeting the requirements for a master of arts degree in education:

Psychology of elementary school subjects	4 hours
Practicum in elementary school supervision	4 hours

This practice is further exemplified in the catalog of the Murray State Teachers College, which gives the following requirements of the State of Kentucky for the issuance of certificates in administration and supervision:

The provisional certificate in administration and supervision, valid for 4 years, shall be issued to a person who has fulfilled the requirements of law and the general regulations of the State board of education, who has had a minimum of 2 years' successful teaching experience, who has completed a 4-year curriculum for the training of elementary or high school teachers as approved by the State board of education, and who presents a transcript of standard college credits showing the completion of the following courses in education:

a. Courses in administration and supervision	6 hours
b. Courses in elementary education	6 hours
c. Supervised student training	6 hours
d. Courses in secondary education	6 hours

In California, each teacher-education institution has been authorized by the State board of education to prepare and recommend students for certain specified credentials for which the board has set up definite requirements. Bulletins and circulars of information from these institutions generally contain only a statement of general requirements for securing credentials for instruction, administration, or supervision, referring the student to a special credential bulletin issued by the institution, as for example, Stanford University, or to the bulletin of the State board of education, for details of special requirements.

The fact that the publications of some institutions make no reference to State requirements for certification of supervisors may generally be interpreted to mean that no such requirements exist. Although it is not the

purpose of the present study to analyze State certification requirements, it seems important to point to an increasing tendency on the part of State Departments of Education to designate requirements for supervisory certificates. In his recent study Reller [10] recalls a paper on The Certification of Teachers given by Cubberley in 1906 before the National Society for the Scientific Study of Education, in which "he pointed out the desirability of establishing distinctly higher educational and professional standards for administrators and supervisors. At that time, Wisconsin stood alone in this respect, issuing a county superintendent's certificate upon an examination . . . including all subjects for the first grade teacher's certificate, and, in addition, 'school law and organization, management, and supervision of district schools.' "

Reller's findings show that by 1933, 14 States controlled admission to supervisory positions through certification and types of certificates issued. He interpreted his findings to mean—

> (*a*) an enormously increased activity in this regard; (*b*) a sharp decline in the use of examinations; (*c*) a specialization of certificates more extended than Cubberley proposed (three grades of supervisory certificates); (*d*) a striking increase in the importance of college courses in education for certification; (*e*) the requiring of certificates for certain positions in nearly all States in which they are issued; and (*f*) a steady advance in standards for all types of certificates.[11]

His conclusion that despite these promising trends "the present status of State control of entrance to positions of an administrative or supervisory nature leaves much to be desired" seems justified. The past 3 years, however, have seen steady advancement in differentiation of requirements for State certification. In 1936 Rosene [12] reported 13 States as issuing a separate certificate for the position of supervisor and 6 States issuing certificates qualifying for the position of superintendent, principal, and supervisor. In 1937 reports received by the Office of Education reveal a total of 23 States issuing specialized certificates for supervisors other than of special subjects.

Rosene arrays the legal requirements for the certification of supervisors in tabular form and then describes the median practice for the 19 States previously mentioned, as follows:

> The supervisor has a median teaching experience of 3 years and holds a certificate, the term of which is 5 years. He has completed

[10] Reller, T. L. State certification for administrative positions. Philadelphia, Pa., University of Pennsylvania, School of Education, 1933. 32 p.

[11] Ibid, p. 7.

[12] Rosene, Windom A. The legal status of certification of superintendents, principals, and supervisors in the United States in 1936. Master's theses, University of Nebraska, 190 p. Unpublished.

4 years of college work and holds a baccalaureate degree. He has specialized in elementary supervision and special supervision and has earned college credits in at least one additional required subject in Education.

A practical outcome from this study took form in recommendations passed by a group of representatives from most of the higher institutions of learning in the State of Nebraska, two of which read as follows:

> We recommend that supervisory certificates for elementary schools, having six or more teachers, shall require 120 college hours and 2 years of experience.
>
> We recommend that the supervisory officer in any system of 10 or more teachers shall have 30 college hours above the baccalaureate degree and 2 years' experience.

In an analysis of certification requirements for supervisors of public-school music made in 1929, the National Council of Music Education [13] recommended a distribution of credit hours for the training of music teachers and supervisors on the basis of a 4-year course totaling 120 semester hours and leading to a baccalaureate degree—30 hours to be devoted to general educational courses, 30 hours to general and music education, and 60 hours to theoretical and applied music. A detailed outline for a curriculum was also suggested.

Accrediting agencies such as the American Association of Teachers Colleges, the Association of American Universities, and the National Association of Schools of Music have been active in promoting standards for the granting of degrees and credentials for supervisors of instruction, the last-mentioned agency, [14] for example, having adopted minimum curricula on the basis of which member-schools are examined and approved.

Organization of curricula.—From an examination of curricula as presented in catalogs and announcements, three rather general patterns seem to emerge. The first, provided for both general and special-subject supervision, is the basic or core-curriculum required of all students. Upon this curriculum is built the sequence of required and elective courses in supervision, the total generally comprising 4 years of training.

The second pattern, not greatly unlike the first, is based on certain course requirements, with provision for faculty advisory service to help students in selecting a sequence of courses to supplement previous education and experience, to meet the institution's conception of the needs of the supervisor, or to satisfy State certification requirements. While this type of

[13] Music education research council. State certification of teachers and supervisors of public school music. Paul J. Weaver, Editor. *In* Music Supervisors National Conference. p. 18–30. Ithaca, N. Y.

[14] National association of schools of music. Constitution and by-laws, specimen examinations, approved curricula, code of ethics, membership. Burnet C. Tuthill, Secretary, Southwestern College, Memphis, Tenn., 1936. 35 p.

curriculum is commonly noted in catalogs of institutions offering graduate work, it also appears occasionally in the announcements of institutions whose curricula are restricted to the undergraduate level.

In some contrast to these two curriculum patterns there is a third which is definitely more prescriptive in nature. It is represented by a detailed outline of courses covering both academic and professional fields, presented in sequence for each semester or quarter term for each of the 4 years of college. This type of curriculum generally pertains to supervision of the special subjects—music, fine and industrial arts, and health and physical education. Frequently, it is differentiated, as in the case of music, for vocal and instrumental supervisors, and in the case of physical education, for the supervision of boys and girls, and the total program of supervisory preparation may cover both the elementary and secondary schools. In a few instances the detailed prescriptions pertain to preparation for supervision of rural schools, and of kindergarten-primary or intermediate grades.

It seems apparent that these general patterns of organization are not mutually exclusive. Faculty advisors probably function to a degree in institutions following any one of the three plans. Similarly, State requirements for certification of supervisors as well as certain standards established by professional accrediting agencies undoubtedly are recognized wherever they exist, regardless of the type of organization which the curriculum appears to represent. In presenting the following illustrations of curricula provided for the training of elementary supervisors no attempt has been made to classify them according to the types just discussed, although all types are exemplified. Their chief purpose is to indicate something of the general nature, scope, and organization of current curriculum offerings.

UNIVERSITY OF MINNESOTA

THE COLLEGE OF EDUCATION

Specialized Curricula—Administration, Supervision, and Teacher Training [15]

The following specialized curricula are prescribed for prospective superintendents of schools, elementary school principals and supervisors. . . . The complete curricula require 5 years for completion; 2 years in the junior college, 2 years in one of the four special curricula described below in the college of education for the bachelor's degree, and 1 year in the graduate school for the master's degree. . . . .

[15] *From* Bulletin of the University of Minnesota, College of Education, Announcement of courses for the years 1936–1938. Vol. XXXIX, No. 42, August 24, 1936. p. 27, 38–43.

Curriculum IA and Curriculum II are for three different groups of students:

1. General elementary school teaching (all grades: primary, intermediate, or upper grades), qualifying for the Minnesota elementary school advanced certificate.
2. Elementary school principalships and elementary school supervisorships in Minnesota, if or when the holder has had two years of elementary school teaching experience.
3. Junior high school teaching when so endorsed after certain modifications, as specified later, have been made.

The 4-year curricula constitute also the first 4 years of 5-year curricula for more intensive specialization in elementary teaching, general grade *supervisorships*, elementary school principalships, critic teaching or supervision of student teaching in teacher-training institutions, nursery school, kindergarten teaching, parental education, and for instructors of elementary education in teachers colleges and other institutions.

General Minimum Requirements for Curriculum IA, Junior College

Title	*Credits*
Freshman composition (or Eng. A-B-C or exemption)	9
Modern World or American History or both	9 or 10
Human geography	5
Biological sciences (general botany, general zoology or both), total minimum required	10
Fundamentals of speech	6
Introduction to sociology	5
American government and politics	9
Art ed., fundamental principles of design, or 3 credits from art education; home economics; industrial arts	11
Music Education, Music orientation, 3 credits; mu., ear training, 4 credits	7
General psychology	6
Introduction to nutrition	2
Health and physical education:	
Freshman and sophomore physical education	5
Public personal health	2
Physical education	3½
Electives	
Total	95

A. *Curriculum IA (third and fourth years).*—For those who wish to secure the Minnesota elementary school advanced certificate qualifying holder to teach in any grades 1 to 8, inclusive; and when so endorsed, after certain modifications as noted below, also in junior high schools. After 2 years of successful experience the curriculum qualifies for the Minnesota elementary school principal's and supervisor's certificate.

1. *Academic fields.*—Completion of one regular academic minor and 18 credits of concentration in each of two additional fields in the following subject-matter fields, including with approval of major adviser, junior

college subject-matter courses already completed at the University of Minnesota or elsewhere:

English.
A foreign language.
Geography.
History.
A social science other than history or geography, or preferably general social sciences other than history or geography.
A natural science or preferably general science.
Mathematics.
Art.
Music.
Library methods.
Physical education.
Others by special permission of adviser.

Much of the work of the junior year should be in the above academic subjects. A total of 18 credits in prescribed or elective academic subjects must be in courses numbered 50 or above.

2. *General and elementary education.*—A major of 45 credits.

JUNIOR YEAR		SENIOR YEAR	
Title	*Credits*	*Title*	*Credits*
Introduction to elementary school teaching	9	Teaching of elementary school subjects (reading, social studies, English including handwriting, and arithmetic, with observation and directed teaching)	15
Introduction to statistical methods	3	Public school administration	3
Courses in theory and practice of art teaching as advised by art department	3	The elementary school curriculum	3
Elementary methods	3	Supervision and improvement of instruction	3
		Diagnostic and remedial instruction	3

Curriculum II (Third and Fourth Year)

For graduates of the usual 2-year advanced normal professional curriculum for elementary teachers in teachers colleges and normal schools, or its equivalent, for which 90 blanket credits (2 years' work) are allowed in the College of Education toward graduation:

The curriculum leads to the elementary school advanced certificate and if or when 2 years of experience in elementary education have been completed, to the Minnesota State principal's or supervisor's certificate as well. By substituting certain elective courses in the junior high school field the certificate is made legal also for junior high school teaching.

A. *Major in elementary education.*—30 credits in the College of Education as follows:

1. *Required of all:*

Title	*Credits*
Introduction to statistical methods	3
Public school administration	3
The elementary school curriculum	3
Supervision and improvement of instruction	3
Diagnostic and remedial instruction	3
Foundations of elementary school method	3
Supervision of elementary subjects	3
Total	21

2. Additional electives in education to complete 30 quarter credits selected from the following courses:

Title	*Credits*
Educational sociology	3
History of modern elementary education	3
The junior high school	3
Professional education of teachers	2
Children's literature	2
The teaching of geography and history	2
Literature for adolescents	2
The teaching of reading	3
Teaching of primary arithmetic	2
Teaching of intermediate grade arithmetic	2
Adjustment of schools to individual differences	2
The supervision and teaching of English	2
The supervision of social studies	2
The supervision and teaching of arithmetic	2
Practice supervision*—Group observation and group problems in local schools	3
Practice supervision*—Individual problems in field	3
The supervision and teaching of reading	2
Curriculum and course of study construction	2
Organization of the elementary school	2
Techniques in administration	3
Organization for supervision	2
Psychology of elementary school subjects	2-4-6
Construction and use of group aptitude tests	3
Child guidance	4
Psychology of child development—Child psychology	2 or 3
Psychology of adolescence (open to those desiring Jr. H. S. endorsement of certificate)	3
Psychology of gifted children	2

Others with approval of adviser. Ed. Psy. 120 and 140 are required in addition to 30 credits if no course in tests and measurements has been taken previously.

B. *Subject-matter and academic fields.*—60 credits.

1. Eighteen credits in each of at least two of the following or such other fields as may be approved by the adviser. In each case all 18 credits are to be taken during the third and fourth years and are as a rule to be selected from courses offered in minor and major sequences of the college of education. Transfer students must aim to supplement, and not to duplicate, courses taken elsewhere. Credit cannot be allowed for courses that are largely duplication. The fields are:

English.
A foreign language.
Geography.
History.
A science or general science.
A social science or general social sciences (other than history or geography).
Mathematics.
Art.
Fine arts.
Music.
Library methods.
Physical education.
Others by special permission.

2. *Academic electives.*—24 credits.

Note.—At least 18 of the 60 academic credits are to be in courses numbered 50 or above.

Excess quality credits earned in all courses will reduce the general elective credits required in academic subjects.

*Passing the qualifying examination is a prerequisite to this course.

Fifth Year In The Graduate School

Elementary School Administration and Supervision, Teacher Training, Nursery, Kindergarten-Primary Education, or General Elementary Education

* * * Students will select their advisers according to their specialization, interests, and needs. * * * For a further discussion of general Graduate School requirements see the Bulletin of the Graduate School.

* * * * * * *

Students preparing to be elementary school supervisors are fifth-year students and are candidates for the master's degree. The student's program (curriculum) is, as is true with all graduate students, adjusted to meet his particular needs and interests. The major advisor directs or assists the student in organizing a program which will lead to the type of training, position, or certificate desired. This holds true for those preparing to be general elementary school supervisors as well as those preparing to be special-subject supervisors. The curricula are, therefore, not rigidly defined.

SAN JOSE STATE COLLEGE

Requirements for the Administration Credential (Effective September 15, 1936) [16]

Any person holding a valid elementary or junior high school credential may complete the requirements for the administration credential at San Jose State College.

General requirements:

An applicant for the administration credential must submit:

A. A certificate from a physician licensed to practice medicine and surgery that the applicant is physically and mentally fit to engage in school service.

B. Verification of a valid California general elementary teaching credential, certificate, or life diploma.

C. Verification of 2 years of thoroughly successful teaching experience.

D. The recommendation of this college that the credential be granted.

Specific requirements:

Elementary School Principal or Supervisor. (For elementary school principal or supervisor under a superintendent of schools.)

E. Completion of 27 quarter units of work beyond all requirements for the general elementary credential in courses completed concurrently or subsequent to teaching experience, including the following:

1. *Required:*	*Units*
Administration and supervision of elementary schools (including field work)	6
City school administration	3 to 6
Elementary school curriculum (Adv.)	3 to 6
Educational sociology	3

[16] *From* its Circular of information and announcement of courses, 1937–38. p. 60–61.

2. *Electives from the following to total 27 units:*

Philosophy of education.	Methods in mental diagnosis.
School surveys.	Statistical methods.
The principal and his school.	Psychological methods.
Educational research.	Methods in mental hygiene.
Seminar in personnel methods.	Mental tests.
Advanced educational measurements.	Mental test practice.

LAWRENCE COLLEGE

The Course in Public-School Music [17]

The courses in public-school music supervision are designed to give not only thorough and practical training in music pedagogy but also adequate preparation in practical and theoretical music, psychology, education, and cultural subjects.

The degree of bachelor of music is conferred upon completion of the 4-year course. There is an increasing demand for supervisors of music and junior and senior high school music teachers holding the bachelor's degree. This course offering a degree combining music and education is planned to meet this demand in the field of music education.

FRESHMAN YEAR

Subjects	*Credits per semester* 1st	2nd
English composition	3	3
College elective	3	3
Harmony	3	2
Keyboard harmony	..	1
Ear training and sight singing	2	2
History of music	2	2
Applied music	4	4
Choral	..	..

JUNIOR YEAR

Education	3	..
College elective	..	3
Form and analysis	2	2
Grade school methods	2	2
Teaching music appreciation	1	1
Conducting	1	1
Band instrument class	2	2
Applied music	2	2
Practice teaching	1	1
Choral	..	..

SOPHOMORE YEAR

Subjects	*Credits per semester* 1st	2nd
Psychology	3	3
College elective	3	3
Harmony	3	2
Keyboard harmony	..	1
Ear training and sight singing	1	1
History of music	1	1
Violin class	1	1
Applied music	4	4
Choral	..	..

SENIOR YEAR

College electives	6	3
Principles of supervision	2	..
Junior high school music methods	2	..
Problems in music education	..	2
Senior high school music methods	..	2
Orchestration	2	2
Song composition	2	..
Applied music	2	2
Conservatory or college elective	..	3
Choral	..	..

[17] *From* Lawrence College bulletin, Catalog number, March 1937, vol. XXXVII, no. 1. p. 101–103.

The Instrumental Supervisor's Course

Subjects	Credits per semester 1st	2nd
FRESHMAN YEAR		
English composition	3	3
College elective	3	3
Harmony	3	2
Keyboard harmony	..	1
Ear training and sight singing	2	2
Instrumental school music methods I	2	1
Piano	1	1
Wind or string instrument	2	2
Orchestra and band ensemble	..	1
Observation	..	..
JUNIOR YEAR		
Education	3	..
College elective	3	6
Instrumental school music methods III	2	..
Conducting	..	2
Form and analysis	2	2
Grade school vocal methods	2	2
Wind or string instrument	2	2
Second subject in applied music	1	1
Practice teaching	1	1
Orchestra and band ensemble	..	1
SOPHOMORE YEAR		
Psychology	3	3
Harmony	3	2
Keyboard harmony	..	1
Ear training and sight singing	1	1
History of music	2	2
Instrumental school music methods II	2	1
Violin class	1	1
Piano	1	1
Wind or string instrument	2	2
Practice teaching	..	1
Orchestra and band ensemble	..	1
SENIOR YEAR		
College electives	6	3
Principles of supervision and administration	..	2
Orchestration	2	2
Song composition	2	..
Senior high school vocal methods	..	2
String instrument	2	2
Wind instrument	2	2
Orchestra and band ensemble	..	1

Students in the Instrumental School Music Course are required to play in the band and orchestra.

SYRACUSE UNIVERSITY

SCHOOL OF EDUCATION

Supervisors of Instruction [18]

A. The core requirements.
A course in educational research, in educational psychology, in either statistics or tests and measurements and in the philosophy of education or educational sociology. (3 credits each.)
(Other courses to total 30 credits are selected by the student and his adviser.)

	Credit hours
B. Thesis or two courses of 3 credits each	6
Courses in supervision of instruction	9
Courses in administration to be decided upon by professor or supervisor, in terms of (1) previous experience, (2) proposed field of supervision	[1] 6

[1] For supervision of "special subjects" 6 may be reduced to 3 in certain cases.

[18] *From* Syracuse University bulletin, vol. LXVI, no. 7, 1937–1938. p. 80, 86.

MICHIGAN STATE NORMAL COLLEGE

Curriculum for Administrators and Supervisors of Schools, Rural Communities [19]

(The adviser in charge of each curriculum will guide the student in his enrollment and each term will approve his classification.)

		Term	*Hours*
Group I.	Language and literature		20
	Literature for the elem. grades	4	
	Electives	16	
Group II.	Science		24
	Gen. agr., elem. sci. for rural schools	8	
	Physiology	4	
	Geography	8	
	Statistical method in education	4	
Group III.	Social science		20
	Rural sociology, rural economics	8	
	Political science	4	
	Electives	8	
Group IV.	Education		48
	Education (el. psychology)	12	
	Educational tests and measurements	4	
	Modern trends in rural education	4	
	Community relations	4	
	Rural principalship	4	
	The technique of supervision	4	
	Rural school curriculum	4	
	Teaching	12	
Group V.	Fine arts		8
	Elementary art, elements of music	8	
Group VI.	Vocational education		4
	Household mechanics	4	
Group VII.	Physical education and health		4
	Health education for rural schools	4	
	Physical training, six terms.		
Additional required work			12
	Rhetoric	9	
	Public speaking	3	
	Handwriting, one term.		
Electives			52
Total			192

The student will complete as a minimum: a major subject of 36 term hours, a minor cognate subject of 24 term hours, and a second minor of 24 term hours in subject fields which the student expects to teach.

[19] *From* Michigan State Normal College bulletin, vol. XXVII, no. 2, May 1937. p. 62.

BALL STATE TEACHERS COLLEGE

Curriculum for the Preparation of Supervisors and Teachers of the Special Subjects in the High School and Elementary School [20]

Degree:

The requirements listed in the following paragraphs lead to the degree of bachelor of science in education. If the foreign language requirement is met the degree of bachelor of arts in education will be conferred.

License:

Completion of this curriculum makes the person eligible to a first grade special high school license in the special subject. This license is good for teaching and supervising the special subject in the senior high school, in the junior high school, and *in grades 7 to 8 of any elementary school.*

Required courses:

This curriculum requires a minimum of 192 prepared hours, 192 honor points, and nonprepared hours as listed below.

General requirements:	*Hours*
Psychology	12
Principles of teaching and classroom management	4
Secondary education	4
Student teaching	8
Science or mathematics	12
Literature	4
Composition	8
Social science	8
Art appreciation	2
Music appreciation	2
Total	64

Requirements in special subject:

A total of 100 hours of academic and professional academic credit in a special subject.

Electives:

As many hours of credit in electives as are needed to increase the total of prepared hours to 192.

Nonprepared requirements:	*Hours*
Use of Library	1
Physical Education	12
Writing	4
Spelling	1
Total	18

DEPARTMENT OF ART

The student who desires to qualify for a first grade special high school license valid for teaching and supervising art in high school and *elementary* school will choose art as his special subject and follow the curriculum for the preparation of supervisors and teachers of the special subjects in the high

[20] *From* Ball State Teachers College bulletin. Catalog number and announcements for 1937–1938, March 1937. vol. XII, No. 3. p. 72, 82, 114.

school and elementary schools. The requirements for the special subject are as follows:

	Hours
Design (principles of design, composition, lettering, design research, costume design, commercial design, house planning and interior decoration)	32
Representation (perspective, still life and landscape, figure drawing)	20
Construction (pottery, crafts)	8
Art appreciation	4
Art history	4
Professional and academic work (methods and problems in grade school art construction, the teaching of art in the high school, teaching of art in the elementary school)	12
Directed electives	20
Total	100

DEPARTMENT OF INDUSTRIAL ARTS

The student who desires to qualify for a first grade special high school license valid for teaching and supervising industrial arts in high school and *elementary school* will choose industrial arts as his special subject and follow the curriculum for the preparation of supervisors and teachers of the special subjects in the high school and *elementary school*. The requirements of the special subject are as follows:

	Hours
Orientation	4
Graphic arts (drawing—fundamentals, machine parts, architecture, type cases)	16
Graphic arts (drawing—architecture, machine design, shop problems)	8
Woods	8
Electricity	4
Concrete construction and carpentry	4
Metals	4
Woods, concrete construction and carpentry, electricity, metals and graphic arts)	12
Professional academic work (problems of supervision, curriculum problems)	8
Professional academic work and guidance (guidance, modern industries, instruction devices and aids)	4
Directed electives	28
Total	100

GENERAL INFORMATION

The student will be guided in his choice of directed electives by official advice from the office of the registrar.

ANALYSIS OF CURRICULUM COURSES

What types of technical and professional courses are required and offered as electives for the curricula in elementary school supervision? What is the general nature of the courses included under the different types? Which courses are offered most frequently for the supervisor's preparation? What

variations exist in the weight given to different types of courses in teachers colleges, universities and colleges of arts and sciences, and in the preparation offered for general and for special subject supervisors? How do course offerings in the present study compare with those reported in other studies? To what extent do the descriptions of courses seem to indicate that they prepare for the generally accepted functions and duties of the supervisor?

Answers to these questions are based upon an analysis of courses offered by the 158 institutions providing curricula or sequences of courses leading to a degree, diploma, or certificate in elementary school supervision. The courses summarized include those listed in the catalogs as required or elective for a diploma or degree in supervision, or as a basis for the curricula in compliance with State regulations for the certification of supervisors, and those courses in supervision listed among the professional courses of institutions whose catalogs state that they prepare elementary school supervisors but do not outline the complete curriculum. The content of these courses makes up the content of the curriculum, each one presumably contributing to the total body of preparation provided for the elementary school supervisor.

A total of 895 courses were recorded and classified according to their general nature into 10 subject-categories: *Administration*, *Administration and Supervision*, *Curriculum*, *Methods of Instruction*, "*Modern Education*," *Philosophy of Education*, *Psychology*, *Research*, *Supervision*, and *Tests and Measurements* (table 9). The classification was based upon the titles of the courses except where available descriptions supplied such supplementary information as was needed for clarity.

In many cases, course descriptions were omitted entirely from the catalogs or were devoted to details concerning prerequisites for registration. Since the catalog constitutes the major source of information for prospective students much can be said in favor of course-descriptions which state clearly the types of skill or information which the course aims to develop and indicate the types of problems to be considered and the subject matter involved. That course-descriptions provide a fairly accurate picture of the work actually given is indicated by Lindeman's[21] findings which show a correlation of 0.60 between the items included in catalog course-descriptions and items included in the syllabi used by instructors for courses in supervision.

Relative emphasis upon the categories.—When institutions of all types are considered it is apparent from table 9 that courses pertaining essentially to techniques of supervision are listed most frequently as either required or

[21] Lindeman, C. W., op. cit., p. 129.

elective in the supervisor's curriculum. Their total number, 308, is almost three times the number of courses next in rank, namely, those pertaining to *Methods of Instruction*, 115, and to *Psychology*, 112. Courses offered least frequently relate to *Philosophy of Education*, 15, and *Research*, 21. This should not be taken to mean that these two important subjects are omitted from the supervisor's preparation. On the contrary, they receive more emphasis than the categories indicate, for the reason that they tend to be treated as aspects of "*Modern Education*," *Tests and Measurements*, *Curriculum*, *Supervision*, etc., rather than as separate subject fields.

TABLE 9.—*Number and percent of technical and professional courses offered by each type of institution*

Type of courses	Normal schools and teachers colleges		Universities and colleges of arts and sciences maintaining a—				All institutions	
			College of education		Department of education			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7	8	9
Administration	31	7.9	44	11.0	3	2.9	78	8.7
Administration and supervision	30	7.7	12	3.0	2	2.0	44	4.9
Curriculum	31	7.9	35	8.7	2	2.0	68	7.6
Methods of instruction	34	8.7	44	11.0	37	35.9	115	12.9
Modern education	27	6.9	28	7.0	9	8.7	64	7.2
Philosophy of education	11	2.8	4	1.0	.....	.....	15	1.7
Psychology	48	12.3	34	8.5	30	29.1	112	12.5
Research	7	1.8	12	3.0	2	2.0	21	2.3
Supervision	138	35.3	157	39.1	13	12.6	308	34.4
Tests and measurements	34	8.7	31	7.7	5	4.8	70	7.8
Total	**391**	**100.0**	**401**	**100.0**	**103**	**100.0**	**895**	**100.0**

The outstanding contrast between the courses included in the curricula studied in 1926 by Hosic and those included in the present study is the place given to techniques of supervision. Excluding from Hosic's list the courses designed for secondary school supervisors, *Administration* ranks first in his list of 12 types of courses, whereas *Supervision* ranks next to the last As has already been noted, *Supervision* heads the list in the present study. Courses under the following three categories were excluded from Hosic's list: *Curriculum*, *Modern Education*, and *Research*, which represent recent trends in professional training.

When comparisons are made of courses offered by the three types of institutions studied, marked variations may be noted in the ranking of the different categories. *Supervision* still ranks first for teachers colleges and colleges of education, while *Methods of Instruction* ranks first for departments of education, with *Psychology* receiving almost as much emphasis in terms

of number of courses offered. Among institutions of this group, courses in supervision are offered with about the same frequency as are courses in psychology among teachers colleges, or courses in administration and in methods of instruction among colleges of education.

At the other extreme of the distribution, *Research* and *Philosophy of Education* tend to hold the same low ranks for each type of institution as is shown for all institutions taken together. For departments of education, relatively few courses are also offered in administration, administration and supervision, and curriculum.

Between the extremes of the distributions, within an area representing from 6 to 9 percent of the courses offered by each type of institution, appear the following categories: For teachers colleges—*Administration*, *Administration and Supervision*, *Curriculum*, *Methods of Instruction*, "*Modern Education*," and *Tests and Measurements;* for colleges of education—*Curriculum*, "*Modern Education*," *Psychology*, and *Tests and Measurements;* for departments of education, only "*Modern Education*." It is apparent that in this area between points of greatest and least emphasis, the most uniform "spread" of training is found in the curricula of teachers colleges and the least uniform in departments of education.

Some relationships may be observed between the relative frequency of offerings among different types of institutions and such factors as the academic level at which the curricula are given and the types of supervisory preparation offered. For example, *Psychology* ranks second in teachers colleges and departments of education, where three-fourths of the curricula lead to the bachelor's degree only, as against a rank of fifth place among colleges of education, where more than four-fifths of the curricula are given at the graduate level. Here the curriculum in supervision probably presupposes a background in psychology, or is too concentrated to include courses in that field.

On the other hand, *Research*, although of low rank in all types of institutions, is offered with greater frequency in colleges of education than in teachers colleges or departments of education, probably because it represents a kind of technical training better adapted to graduate than to undergraduate work.

The undergraduate character of the curricula in teachers colleges may account, also, for the fairly uniform spread of courses in certain fields mentioned earlier. In institutions maintaining departments of education, on the other hand, the influence of "undergraduateness" is offset in a degree by the special types of curricula offered, particularly those in the field of music. Such curricula tend to emphasize *Methods of Instruction* and *Psychology*, with slight provision for any other courses except in *Supervision* and

"*Modern Education.*" This emphasis upon methods and psychology courses in the curricula for special subject supervision is even more evident when contrasts are drawn between the distribution of courses for institutions offering only general curricula and those offering only special curricula (table 10). Contrasts in emphasis upon course offerings other than methods and psychology indicate that special subject curricula have proportionately fewer courses in school *Administration* and in *Tests and Measurements* than is true of general curricula. As shown in table 10, there is again a more even spread of courses, exclusive of those emphasized most and least, in teachers colleges than in the universities and colleges of arts and sciences for both general and special curricula. The sharpest contrasts in course offerings in this latter group of institutions are to be found in *Administration and Supervision, Curriculum* and *Research*, for which practically no provision is made in special curricula; and in *Administration, Supervision*, and *Tests and Measurements*, for which approximately one-third as many courses are offered in special as in general curricula. It seems important to repeat that the characteristics observed among special curricula are chiefly those in the field of music, since 23 of the 33 institutions in the university group offering only special curricula specialize entirely in music supervision.

TABLE 10.—*Number and percent of courses offered for general and special subject curricula only, by teachers colleges, universities, and colleges of arts and sciences* [1]

Type of courses	Normal schools and teachers colleges curricula				Universities and colleges of arts and sciences curricula			
	General (30)		Special (19)		General (25)		Special (33)	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7	8	9
Administration	17	9.2	1	2.4	13	9.1	4	3.3
Administration and supervision	18	9.8	4	9.8	9	6.3	1	.8
Curriculum	20	10.9	4	9.8	16	11.2	1	.8
Methods of instruction	14	7.6	8	19.5	9	6.3	47	38.8
"Modern education"	14	7.6	4	9.8	10	7.0	9	7.4
Philosophy of education	3	1.6	2	4.8	1	.7		
Psychology	15	8.2	5	12.2	8	5.6	40	33.1
Research	2	1.1			6	4.2		
Supervision	62	33.7	12	29.3	54	37.8	15	12.4
Tests and measurements	19	10.3	1	2.4	17	11.8	4	3.3

[1] In this table, institutions maintaining colleges of education and departments of education are combined.

Course titles and content.—To provide a clearer picture of the content of curricula in supervision, an analysis was made of detailed descriptions from catalogs of more than two-thirds of the institutions studied. This analysis, summarized on pages 49–60 indicates the types of course titles used and the

scope of content of the courses classified under each of the 10 categories. While the scope of the content of courses indicated by items listed after the name of each category may be interpreted as typical for institutions as a whole, a few variations appear in the nature of the courses offered by teachers colleges, by universities, and by colleges of arts and sciences. These suggest variable weights in emphasis. For example, more of the courses specifically designated for rural school supervision are offered by the teachers colleges than by the university group of institutions. Curriculum courses offered by the teachers colleges are concerned chiefly with activities, objectives, and problems, while those offered by universities are divided nearly equally between these aspects of the subject and techniques of curriculum construction. Method courses offered by teachers colleges primarily emphasize general principles and techniques of teaching. By contrast, the majority of method courses in the university group are concerned with procedures for teaching special and general school subjects. The teachers colleges offer a proportionately greater number of courses designated for practice work in *Supervision* than do the universities, yet for both groups of institutions, practice work is included in the descriptions of some courses under all categories.

There is obviously much overlapping among the techniques, devices, methods, principles, problems, and topics covered in courses under the several categories. Such topics as the evaluation of teaching procedures, curriculum development, objectives of elementary education, and research appear in at least half of the categories, while supervisory activities appear in all of them in one form or another. Yet this overlapping is not without justification for the reason that all 10 categories represent aspects of supervision and of each other. Instead of being mutually exclusive, they are inherently interrelated. A broad course in supervision, such as the one which follows, cited from the catalog of the George Peabody College for Teachers, incorporates problems of administration, research, and so on:

> 402. Elementary School Supervision. (4)
>
> A fundamental course for elementary principals, general supervisors, and supervisors in training schools. Open to special supervisors, master teachers, and those whose major interest is in the field of administration.
>
> Among the more prominent topics receiving attention are the following: nature and functions of modern supervision; effect of recent tendencies in education upon supervisory theory and practices; participation of teachers in the determination of educational policies; duties and relationships of the different supervisory officials; an effectively organized program of supervision; standards for judging teaching and learning conditions; evaluating observations; methods of improving instruction;

adapting supervision to the needs of teachers with varying abilities through the wise use of supervisory conferences, directed teaching, demonstration teaching, directed observation and visitation, teachers' meetings, curriculum revision, research, teachers' publications, and other direct and indirect means of supervision.

Similarly, curriculum construction involves problems of both administration and supervision; it determines methods of instruction, reflects the principles and practices of modern education, is based upon an underlying philosophy of education, recognizes the psychology of human behavior, involves research, and provides for continuous measurement and evaluation of the learning product. This same inter-relationship can be found if one begins with a consideration of administration, research, tests and measurements, or any other of the categories listed. It is because each is a function of the other in practice that courses classified under any one will contain content related to all the others. And probably for this reason, also, it seems safe to say that, in the main, the more a single course or series of courses classified in any one category reflects others, the more functional is its approach to supervision.

Although only a relatively few examples of course titles are given they are the ones mentioned most frequently in the catalogs studied and are listed in the order of frequency of mention. All topics given under *Course Content* are listed alphabetically without regard for frequency.

1. *Administration.*—The administration, organization and management of elementary schools and of city, State and county school systems.

Examples of course titles:

Principles of public school administration.
Public school organization and administration.
Administration of central and village rural schools.
Current studies in the administration of physical education.

Course content:

Articulation of the different school divisions including the kindergarten, elementary, junior and senior high school.
Attendance, classification, retardation, acceleration, special classes, out-of-school activities and health guidance.
Course of study revision.
Evolution of city and State school systems.
Functions of supervisor, principal, superintendent, boards of education.
Laws, judicial decisions and constitutional provisions relating to education to discover principles involved in public school administration.
Procedures in child accounting.
School building problems.
School finance: revenue, budgets, business affairs.
Selection, assignment and organization of teaching staff.

2. *Administration and supervision.*—Problems of the administration and supervision of city and rural elementary schools, and of special subjects.

Examples of course titles:

Organization, administration and supervision of elementary education.
School organization, administration and supervision.
Administration and supervision in small school systems.

Course content:

Aims and objectives of the elementary school.
Critical examination of current practices.
Curriculum revision and materials of instruction.
Evaluating results.
Functions of supervisor, principal, teacher.
Health service, and policies governing it.
Pupil classification, promotions, records and reports.
Selection, rating and promotion of teachers.
Rural school organization, finance, supervision, public relations.
Types of administrative units: district, community, community consolidated, county, State.

3. *Curriculum.*—Principles underlying the curricula for elementary schools or for specific grade units, and the construction, administration, and revision of curricula.

Examples of course titles:

The elementary school curriculum.
Techniques of curriculum construction.
Curriculum problems in art education.
Activity programs in the kindergarten-primary schools.
Curriculum materials and activities for elementary grades.
Field problems in curriculum adjustment.

Course content:

A. Curriculum Practices

Administrative and supervisory problems connected with the activities program such as time allotments, free periods, characteristics of age groups, integration of subjects.
Best learning techniques and situations.
Critical analysis of curricula in progressive elementary schools.
Curriculum as a means of achieving objectives of education.
Current trends in American education that have influenced and determined curricula.
Developing an educational point of view on the effective use of materials of instruction.
Evaluate research or conduct original research for specific fields or problems.
Interpretations of texts and available teaching materials in terms of curriculum objectives and outcomes.
Investigations of psychological, sociological, and philosophical basis of curriculum problems.

Local adult life and its implications for the school.
Modern materials of instruction; texts, visual, constructive, etc.
Provision for pupil participation in community life.
Organization of working plans to attack curriculum problems in individual schools.
Principles that should govern the selection of instructional materials.
Promotion of extra-class activities, hobby groups, dramatic clubs, honor societies, etc.
Use of local materials and personnel to supplement school facilities.
Study of recent courses of study from State, city, and county school systems and from university experimental schools.
Special problems of art education in relation to community life in recreation centers, museums, galleries, club and community centers.
Survey of the major patterns of curriculum organization, separate subjects, broad fields and integrated activity curriculums.
Types and sources of materials of instruction.

B. Curriculum Construction

Adaptation of the best educational theory and practice to meet the needs of a specific community.
Analysis of current courses of study and practice in the techniques of curriculum building.
Basic factors in determining the content and organization of curricula and courses of study for elementary schools.
Characteristics of age groups for which curriculum is prepared.
Determination of objective in the light of modern principles of education.
Development of modern units of work.
Environment surveys to ascertain implications and materials for curriculum construction.
Examination of the underlying philosophical, psychological, and sociological principles and concepts of modern education as a means of improving curricula.
Methodology of research involved in scientific curriculum construction.
Methods and practices in organizing materials of instruction.
Need for curriculum revision.
Organization of a school for curriculum improvement.
Organization of the art curriculum for elementary schools.
Practice in the application of principles to curriculum construction and criticism of subject curricula.
Problems of coordination of effort, finance and procedure in curricula construction.
Scientific studies bearing upon the place and value of different subjects.
Significant differences in current attacks upon curriculum making.

Study of principles and techniques of curriculum research appropriate to national committees, State and local school systems, experimental schools, specialists, supervisors, teachers.
The bearing of current social factors upon curricula.

4. *Methods of instruction.*—Principles, general techniques and methods of teaching in the elementary school, methods of teaching public school music, procedures in the diagnosis of learning difficulties and remedial instruction, methods of teaching the language arts, arithmetic, the social studies, physical education, and special problems of rural school instruction.

Examples of course titles:

Supervisor's course in public school music.
Diagnostic and remedial instruction in arithmetic and reading.
Principles and methods of teaching in the elementary school (reading, literature, language, arithmetic, etc.).
Methods of instruction and supervision of physical education.
The teaching of art in the elementary schools.
Theory and practice in elementary education.

Course content:

A. Teaching Procedures with Special Reference to Arithmetic, Art, Music, Physical Education, and Reading

Analysis of children's abilities, and the mental and emotional adjustments involved in learning.
Application of modern conceptions of education and of principles of psychology and philosophy.
Comparative study of methods of teaching in the elementary grades.
Fundamental concepts, principles, facts, processes, and problems in elementary school mathematics.
Laboratory experiments to determine effective teaching procedures.
Materials of instruction: texts, supplementary materials and tests.
Objectives of instruction: placement of subjects and activities and adjustment of teaching techniques at different age and grade levels.
Problems of musical terminology, of organizing instrumental music classes, grade choirs, and orchestras.
Relation of special subjects to the general school program with community recreation.

B. Diagnostic and Remedial Instruction

Analysis of children's difficulties in learning school subjects.
Clinical laboratory, field service and experience with social agencies to aid cooperation between school and home.
Laboratory experiments to determine effective instructional procedures.

Methods of analysis and correction of difficulties in arithmecti, reading, spelling, oral and written composition.
Research studies related to the correction of difficulties.
Use of diagnostic tests.

5. "*Modern education.*"—The origin, evolution, theories and social implications of modern education.

Examples of course titles:

Current educational literature in elementary education.
Determination of educational policies and problems.
Fundamental problems in education.
Modern educational theories.
Philosophy of leadership.
Public relations.
School and community activities.
School surveys.

Course content:

Appraisals of modern civilization with a view to determining general objectives of education.
Development of ancient and living philosophies, stressing principles of leadership in relation to great social problems and applied to local situations.
Development of a practical and defendable general educational policy to which all proposals for the improvement of schools should be referred and in the light of which their value may be determined.
Establishing satisfactory public relations through the teaching staff, the school children, parent, teacher, civic and social organizations and State educational associations.
Function of the modern elementary school and its relation to other school units.
Fundamental activities of human conduct in relation to ethical and moral life.
Nature of social and economic institutions with reference to the place and function of public education.
Publicity organization, publicity campaigns, news versus propaganda, methods of presenting school facts, school reports and bulletins.
Relative functions of philosophy and science in setting up educational programs.
Significant recent publications.
Techniques of developing personality and character traits in school children.
The progressive educational movement.
The responsibility of the elementary school in a democracy.

Study content based upon—

Community surveys; economic, social and religious problems.
Cooperative reading, abstracting and reporting of reading in newspapers, magazines, organizations' reports, philosophical and scientific treatics.
Investigation of how people live.
Study of parent-teacher association and other local and national organizations interested in education.
Visitation and analysis of school systems.

6. *Philosophy of education.*—Factors which form the basis of educational theory and practice.

Examples of course titles:

Philosophy of education.

Course content:

Analysis of the progressive, scientific and traditional schools of educational thought.
Application of a philosophy of education to school organization, curriculum and teaching method.
Effort to determine types of method and organization required in the educational process and an evaluation of methods used today.
Findings of science as an aid in defining the meaning and purpose of education.
Function of the school and the social order: an evaluation of aims and purposes, materials and methods in the light of educational philosophy.
New needs for education made evident by our industrial and political development.
Points of view resulting from our history and traditions and from present day life.
Formulation of a basic definition of education.
The value of a philosophy of education for the teacher and supervisor.

7. *Psychology.*—General and educational psychology, mental development at different age levels, and the psychology of teaching general and special subjects of the elementary school curriculum.

Examples of course titles:

General psychology.
Child growth and development: psychology of the adolescent; psychology of the preschool child.
Educational psychology.
Psychology of the elementary school subjects.
Psychology of music.
Social psychology.

Course content:

Adjustment of behavior in school situations.
Analysis and application of principles of learning to motivation, appreciation and control of conduct.

Application of educational psychology to learning.
Current psychological theories with reference to their effects upon philosophy of education.
Current research and individual investigations in learning.
Development of social relationships.
Educational and mental measurement.
Examination and analysis of student's daily experiences.
Experimental study of the testing process with an analysis of types of learning.
General laws of growth: physical defects, health of the growing child.
Group motivation, response, stimulation.
Individual differences in mental abilities.
Influence of recent developments in psychology upon techniques of instruction, pupil guidance aids, control and conduct.
Inheritance of mental traits.
Introduction to scientific studies of human activities.
Methods of diagnosis and remedial work useful to the supervisor.
Nature, development and measurement of personality.
Nature of learning and of the factors which influence learning and memory.
Personality traits.
Psychology of learning.
Study of experimental data on problems of learning fundamental to subjects of the elementary school.
Types of reading and study difficulties in learning school subjects.

8. *Research.*—Methods of educational research, special investigations in elementary education and procedures in conducting school surveys.

Examples of course titles:

Methods and techniques of research.
Research in elementary education.
Research in school supervision.
Scientific methods in education.

Course content:

A. The Nature and Techniques of Research

Recognition of problems for investigation.
Analysis of problems to help attack their solution effectively.
Valid methods and techniques for solving problems.
Collection and organization of necessary data.
Effective presentation of results.

B. Problems for Investigation

Current practices in school administration and supervision.
Diagnosis and remedial work.
Evaluation of methods of supervision.

Selection of equipment and supplies for different grade-groups of the elementary school.
Selection, organization and graduation of subject matter, methods and materials for subjects of the elementary curriculum.
Study of pupil ability and achievement.
Testing the effectiveness of methods of teaching.

9. *Supervision of instruction.*—Techniques of improving instruction in the schools of cities, small towns and rural areas; special techniques in meeting the problems involved in supervising elementary school instruction; laboratory work in the practice of supervision; special studies in personnel management; techniques of guidance and leadership; and seminar work in specific problems of the supervisor.

Examples of course titles:

Elementary school supervision.
Supervision of instruction.
Principles and problems of supervision.
Supervision of rural and village schools.
Practice in the use of supervisory techniques.
Supervision of art.
The supervision of music.
The supervision of arithmetic.
The supervision of reading.
Supervision of the social studies.
Supervision in the lower elementary school.
Supervision of the elementary school subjects.
Supervision of physical education.
School supervision.
Technique of supervision.
Public school supervision.
Supervision and the improvement of instruction.
Techniques in educational leadership.
The nature and need of supervision.
Supervision of a dual system of schools.
Supervision of the industrial arts.
Supervision of language and literature.
Supervision of spelling and handwriting.
Supervision of natural sciences.

Course content:

A. Philosophy of Supervision

Democratic principles of supervision.
Nature and functions of supervision.
Philosophy of education for supervision.
Recent points of view on supervision.
The evolution of supervision.

B. Organization of Supervisory Service

Administrative organization for effective service.
Coordination of administration and instruction to promote efficiency.
Relation of the supervisor to the superintendent, the teacher and other supervisory officials.
Staff requirements for adequate service.
Status of rural school supervision in representative States.

C. Techniques of Supervision

Analysis of outstanding supervisory programs to discover needs and procedures effective in the improvement of instruction.
Curriculum construction and adjustment.
Diagnostic and remedial teaching.
Evaluation of courses of study.
Experimentation in teaching methods.
Functional study of techniques for a modern program of education.
Laboratory work in supervision.
Methods of evaluating teaching situations.
Methods of leading teachers to think reflectively about instructional problems and arrive at basic principles.
Plans for securing the participation of teachers in determining educational policies.
Plans and programs for supervisors in rural and city schools.
Preparation of reviews of current publications.
Provisions for pupil progress through provisions for individual differences, rating, classifying and promotion of pupils, class organization in departmental and group systems.
Teachers meetings, county institutes, supervisory bulletins.
Techniques of classroom visitation and individual conferences.

D. Laboratory Work

Experimentation in methods of teaching, in the use of testing programs, and in remedial procedures.
Experimentation in supervisory procedures conducted in demonstration schools.
Observation of class work followed by conferences.
Practice in supervision and an evaluation of supervisory practices.
Study of laboratory school through demonstration lessons, group discussions, individual reports, professional literature, and application of various forms of research to the problems raised.

E. Special Problems of Supervision

Adapting classroom procedures to the abilities and interests of pupils.
Helping the teacher analyze her difficulties.
Measuring results.
Organizing lesson units.
Preschool and elementary curricula.
Primary methods and supervision.
Socializing the elementary school.
The new teacher.
The organization and development of curricula.
The supervisor in city, county, and State school systems.
Trends in curriculum making.

F. Subject Supervision

Analyses of the nature of reading; techniques of teaching reading at various grade and age levels; stimulation of reading interests and tests; measurement of the reading program; diagnosis of reading disabilities; and an evaluation of remedial procedures.
Application of principles of supervision to physical education.
Correlation of music with other subjects.
Evaluation of varied and abundant materials for music libraries, music classes, and instrumental ensembles.
Problems in the supervision of arithmetic, spelling, handwriting in the light of investigations.
Scientific investigations relating to the teaching of composition and grammar and speech.
Survey of investigations, concrete procedures, evaluation of recent courses of study, examination of available tests, survey of teaching materials for social studies, children's literature, natural science, language arts.
The content and supervision of English instruction in elementary schools with special emphasis on results of recent research.
The function of the art supervisor in elementary education.
Use of rote songs, length and frequency of music period, instruments to be taught.

G. Evaluation of Progress

Construction of tests for measuring the extent to which objectives are achieved.
Critical study of current practices and an evaluation in terms of progressive theory.
Current practices in the supervision of rural schools.
Evaluation of types of in-service training, study groups, conference groups, reading clubs.

Survey of general tests, of tests in physical education and tests at the nursery-kindergarten-primary level.

H. Educational Leadership

Development of skills in the techniques to lead communities to work effectively for better schools.
Leadership in the evolution of modern programs of education.
Relation of the school to the community.
Research methods and techniques.
Techniques of educational leadership.
The use of school reports, public meetings, newspapers, campaigns, and surveys in educational leadership.

I. Administrative Aspects of Supervision

Conduct of the testing program.
Departmental grade grouping.
Health program.
Problems of teacher placement.
Pupil classification and promotions.
Pupil accounting systems.
Records and reports.
School equipment and supplies.
Selection of teachers.
Studies of buildings and grounds.
Supplying text books, reference books, magazines.
Systems of marking pupils.
Textbook analysis and rating as a basis of selection.

10. *Tests and measurements.*—The evaluation and improvement of teaching in the elementary school. Techniques and instruments of measurement and educational statistics.

Examples of course titles:

Tests and measurements for elementary schools.
Educational statistics.
Evaluation of classroom instruction.
Research in educational measurement.
Mental and educational tests and measures.
Standardized tests and improvement of instruction.
Use and interpretation of tests.

Course content:

A. Measurement Technique

Classification of data to show central tendencies of a distribution and variability; percentile rank; the probability curve and its application; the probable error; the coefficient of correlation and regression; and index numbers.
Construction of tests.
Demonstration of testing techniques.

Development of standards to evaluate traditional and modern methods of testing.
Development of new type tests such as true-false, completion, multiple choice.
Examination of objective tests and analysis of their validity, reliability, objectivity, and economy.
Marks and marking systems.
Measurement of pupil capacity.
Need of measurements.
Objective evaluation of results of teaching with tabular and graphic presentation of data.
Planning the testing program.
Practice in giving tests, in scoring and summarizing results and in diagnosing and correcting pupil difficulties.
Scientific method of experimentation.
Use of diagnostic tests in teaching reading and arithmetic.
Use of test results in classifying and guiding pupils in aiding teaching procedures, in supervision and in school surveys.
Values of informal contrasted with standardized objective examinations.

B. Evaluation of Progress

Construction of tests for measuring the extent to which objectives are achieved.
Critical study of current practices and an evaluation in terms of progressive theory.
Current practices in the supervision of rural schools.
Evaluation of types of in-service training, study groups, conference groups, reading clubs.

The following observations may be drawn from the foregoing survey of course titles and course content:

1. The range of titles of courses among the various categories is widest for *Supervision* and narrowest for *Philosophy of Education*. Undoubtedly the difference in range between these two categories may be explained largely in terms of the relative number of courses classified in each, the one containing the highest percent of courses classified in a single category, and the other, the lowest percent (table 9).

2. Titles designating general courses tend to define the nature and scope of the course offerings less specifically than those pertaining to a special phase of a field of study. For example, *The Elementary School Curriculum* is less descriptive than *Curriculum Materials and Activities for Elementary Grades*, and *Supervision of Instruction* than *Supervision in the Lower Elementary School*. A more precise designation of courses should be of value not only in providing a description of the content to be covered but in an ultimate standardization of titles which would carry approximately the same meaning in all institutions.

3. A large amount of overlapping is apparent among the course content classified in the various categories. The implications of this overlapping have already been considered.

4. Among the modern tendencies in courses for supervisors may be noted (1) provision for practical experience in *Research*, *Supervision*, *Curriculum Construction*, and *Tests and Measurements;* (2) the inclusion of techniques of diagnostic and remedial instruction under *Research* and *Methods of Instruction;* (3) the use of vital sources of content—community surveys, investigations, and contact with interested lay groups—for courses in "*Modern Education*"; and (4) the introduction of the student to scientific studies of human behavior in connection with *Psychology*.

Relation of topics to actual practice.—The extent to which the topics included in courses in supervision are related to the responsibilities of supervisors in service cannot be determined from the present study. Two points, however, may be emphasized as indicating that the topics covered in the courses offered in elementary school supervision meet certain specified essentials of generally accepted functions and duties of supervisors.

First, Reller's analysis of State certification regulations revealed that among the courses required for elementary school supervisors' certificates were the following: School supervision, administration of rural schools, school organization, educational tests and measurements, problems in rural education, principles and practices of teaching the special subjects, and growth and development of the child.

Second, a marked resemblance is evident between the course offerings of supervision curricula and the items quoted on pages 2 and 3 from *A Tentative Outline of Desirable Training for Supervisors* as indicating what a supervisor must know and what the supervisor must be able to do. This comparison may be considered as fairly indicative of the effectiveness of the curricula offered. Such other factors as the knowledge and teaching skill of the instructor, the educational and social experience, previous training, the general ability and social adjustment of the individual student which determine to a large degree the real effectiveness of a curriculum cannot be estimated.

The supervisor must know	*Types of courses offered to prepare supervisors*
The science of education, and principles of supervision and administration: (items 1, 2, 3).	Techniques of supervision and administration (430 courses).
General and special methods (item 4).	Methods of instruction (115 courses).
Psychology (item 5).	Psychology (112 courses).
Research and test procedures (items 6, 7, and 8).	Tests and measurements and research (91 courses).
Curriculum problems (item 9).	Curriculum problems (68 courses).

These first 9 items in the list of what *the supervisor must know* are related in both content and ranking order of priority and frequency of mention to the curricula-courses indicated. Such other items as "school and child hygiene", "methods of child-accounting", and familiarity with the "findings of scientific studies of method" are included under the course categories *Administration* and *Research*, and the item "principles of leadership" is doubtless covered by the *Supervision* courses.

Although the list of activities which *the supervisor must be able to do* includes many items that can be grouped under the course categories there are many other items which rest more with the individual supervisor's "social intelligence", "training other than professional", and philosophy of life than upon professional training. Activities which could be classified under the course categories are the "long-time program planning", the "preparation of bulletins", demonstration of good teaching procedure", "evaluation of teaching, of texts and of supplies", "maintaining records of supervisory activities", and "keeping informed regarding current developments in education." Other items which include the supervisor's ability to "confer so as to accomplish defined purposes", to "secure cooperation", and to "develop teachers' morale" are dependent upon the quality of an individual's thinking, a quality that determines the real success of his educational leadership.

[V]

Implications and Problems

THE FINDINGS from this study have provided answers to questions relative to the kind and scope of preparation currently offered for elementary school supervision, the academic levels at which curricula are offered, the subject fields represented, trends in curricula offerings during the past decade, the nature of the course-content, and the identity of institutions reporting systematic preparation.

It is apparent that "preparation for elementary school supervision" means different things to different institutions. To many, it means a single isolated course, usually offered at the undergraduate level; to some, a series of partially related courses defined more or less definitely for certification and adjusted to the needs of individual students through faculty advisors; and to others, a systematically organized sequence of courses, based upon a foundation of general and professional education, and offered at the senior college or graduate level for the purpose of preparing leaders who can give effective guidance in the elementary school.

It is apparent, also, from a comparison of these data with the findings of former studies that the past 10 years have brought a definite increase in the number of universities and colleges offering technical preparation in elementary school supervision. Institutions in general are manifesting a marked interest at the present time in providing a preparation to meet the needs of persons preparing for educational leadership. A distribution of institutions by States shows that in all but two States, curricula in elementary-school supervision are offered by one or more institutions of higher education.

Opportunities for preparation in general supervision are offered by a larger proportion of teachers colleges and of institutions maintaining colleges or schools of education than of institutions, generally smaller in size, maintaining departments of education. A larger proportion of the

last-named type of institution, on the other hand, provide preparation for special-subject supervision, especially in the field of music.

In keeping with a current tendency to require graduate work for the supervisor's education, particularly for the general supervisor, half of the 158 institutions providing curricula offer the work at a graduate level. Opportunities for graduate study vary, however, among the different types of institutions and among the several fields of specialization. Two-thirds of the schools and colleges of education in the universities offer the supervisor's preparation at a graduate level. By contrast, three-fourths of the teachers colleges offer supervisory curricula at the undergraduate level. In terms of specialization, this means that most of the preparation in general supervision is offered at the graduate level and special-subject supervision at the undergraduate level. Serious doubts have been raised as to the possibility of fully equipping a supervisor for educational leadership during a 4-year course which of necessity includes academic and professional work as well as the essential technical preparation in supervisory procedures.

Length of training is but one of several problems which have been faced by voluntary professional accrediting agencies and State officers responsible for professional certification of supervisors. Although much has been accomplished by way of defining minimum curriculum essentials and in establishing certification requirements for supervisors, more needs to be done by the institutions offering preparation and by professional accrediting organizations in setting up basic principles for all types of supervisory preparation based upon the functions and activities of supervisors in service.

For the most part, institutions offering curricula in supervision are including preparation related to the various aspects of this field of work: Administration, curriculum, classroom methods, research, techniques of supervision, and tests and measurement. And they are attempting to provide the student with a philosophy of education, with principles of psychology and an understanding of the social implications of modern education on which a sound preparation for supervision is based. The degree of emphasis placed upon these different subjects, however, varies with different types of institutions. Teachers colleges and institutions having colleges of education tend to emphasize the technical side of supervision, whereas institutions having departments of education place most emphasis upon methods of instruction, usually in a special-subject field. Frequently, institutions of all types omit courses in one or more of these aspects of the supervisor's preparation. It is such variations among types of institutions

and among individual institutions that point to the necessity of determining more exactly the scope and character of preparation which will serve the supervisor most adequately in practice. In this, as in other types of professional preparation, careful attention needs to be given to the functional coordination of academic, professional, and technical courses.

The difficulty of determining the content of curriculum offerings from a study of the kind presented here lies in the nature of course outlines and descriptions commonly found in catalogs. For although catalog statements provide facts that can be handled quantitatively they frequently fail to reveal the qualitative side of the curriculum. They may give little if any indication of the philosophy on which the curriulum is organized; of the theory of instructors relative to supervisory functions, responsibilities, and relationships; of the kind of activities in which a supervisor-in-training engages; or of the personal characteristics—attitudes, insights, habits, and skills—which are developed during the period of preparation. For the benefit of prospective students, it seems desirable for institutions to provide not only brief listings of course titles and of prerequisites for various courses, as is true in many cases, but supplementary descriptions of course content which give a clear idea of both the quantitative and qualitative character of the supervisor's preparation.

FOR THE PROSPECTIVE SUPERVISOR

Whereas this report offers the prospective supervisor general information with respect to offerings in the field of supervision he will find it necessary to examine current catalogs to discover the general policies of colleges or universities toward supervisory offerings, and to procure such additional information as he may need. Answers to the following questions should help in the study of catalogs:

1. What prerequisites in training or experience are required by the college or university for specializing in the field of elementary school supervision or by the State board of education for a supervisor's professional certificate?
2. At what academic level is the curriculum in supervision offered?
3. If an undergraduate major is selected in a special field such as music or physical education is it possible or desirable to elect a minor in elementary education? Or if the major is in elementary supervision is it possible to minor in a special subject field?
4. If faculty advisors are designated to aid students in the selection of courses for the supervisor's certificate, diploma, or degree, is it possible to receive counsel from representatives of both general education and special subject fields?

5. Do the available courses offer techniques of supervision, require actual experience in assuming responsibilities currently accepted as a part of educational leadership, provide orientation with related problems of social, scientific, economic, and aesthetic life?

FOR THE ADMINISTRATOR

To the administrator of teacher-education institutions, the findings of this report raise questions bearing on policies and practices of institutions in general and of his own in particular as they pertain to preparations in elementary school supervision. Many of these questions require extensive research before the issues involved can be settled satisfactorily, and current curricula in supervision be evaluated. For the most part the problems indicated here are proposed as tests of the usability or functional value of curricula offered. The following suggest the kind of problems that need to be solved:

1. To what extent can adequate preparation in supervision be provided at the undergraduate level without sacrificing the general education and specialized preparation basic to technical-professional education?
2. If education in supervision is to be afforded to undergraduates, how can closer relationship be effected between academic and professional departments?
3. How far are present courses in the supervisory curriculum adjusted to the students' general professional knowledge, social insight, and specialized training?
4. To what extent does the curriculum incorporate information about and contact with procedures, activities, and problems of elementary school teachers for whom it is attempting to prepare leaders?
5. Does the curriculum of a given institution reflect the supervisory needs of the area it serves most widely?
6. What degree of relationship exists between course descriptions in catalogs and instructors syllabi and the actual preparation given as shown by stenotyped reports of class activities, analysis of students' assignments, and observation of students' practice supervision?
7. What aspects of their preparation is reported as of most worth to supervisors in service?

Appendix

Institutions offering curricula in elementary school supervision as revealed in this study
Normal Schools and Teachers Colleges

Name and location of institution	Curriculum or sequence of courses				
		Subject supervision			
	General supervision	Music	Fine arts	Industrial arts	Health and physical education
1	2	3	4	5	6
ALABAMA					
Tuskegee Normal and Industrial Institute,[1] Tuskegee		x			
ARIZONA					
Arizona State Teachers College, Flagstaff	x			x	x
Arizona State Teachers College, Tempe				x	
CALIFORNIA					
Chico State College, Chico	x				
Fresno State College, Fresno	x				
Humboldt State College, Arcata	x				
San Diego State College, San Diego	x				
San Francisco State College, San Francisco	x				
San Jose State College, San Jose	x				
Santa Barbara State College, Santa Barbara	x		x	x	
COLORADO					
Colorado State College of Education, Greeley	x				
ILLINOIS					
Illinois State Normal University, Normal	x				
Southern Illinois State Normal University, Carbondale	x				
Western Illinois State Teachers College, Macomb	x				
INDIANA					
Ball State Teachers College, Muncie	x	x	x	x	
Central Normal College, Danville		x			
Indiana State Teachers College, Terre Haute	x		x		
IOWA					
Iowa State Teachers College, Cedar Falls	x				
KANSAS					
Kansas State Teachers College, Emporia	x	x			
Kansas State Teachers College, Pittsburg	x	x			
KENTUCKY					
Eastern Kentucky State Teachers College, Richmond	x				
Morehead State Teachers College, Morehead	x				
Murray State Teachers College, Murray	x	x			
Western Kentucky State Teachers College, Bowling Green	x	x			
MASSACHUSETTS					
State Teachers College, Lowell		x			

[1] For Negroes.

Institutions offering curricula in elementary school supervision as revealed in this study
Normal Schools and Teachers Colleges—Continued

Name and location of institution	Curriculum or sequence of courses				
		Subject supervision			
	General supervision	Music	Fine arts	Industrial arts	Health and physical education
1	2	3	4	5	6
MICHIGAN					
Michigan State Normal College, Ypsilanti	x				
Western State Teachers College, Kalamazoo	x	x	x	x	x
MINNESOTA					
State Teachers College, Bemidji	x				
State Teachers College, Duluth	x				
State Teachers College, Moorhead	x				
State Teachers College, St. Cloud	x				
State Teachers College, Winona	x	x	x	x	x
MISSISSIPPI					
State Teachers College, Hattiesburg	x	x			
MISSOURI					
Northwest Missouri State Teachers College, Maryville	x	x			
Progressive Series Teachers College, St. Louis		x			
NEBRASKA					
Nebraska State Teachers College, Kearney	x	x			
NEW HAMPSHIRE					
Keene Normal School, Keene		x	x		x
Plymouth Normal School, Plymouth		x	x		
NEW YORK					
Ithaca College, Ithaca		x			x
New York State College for Teachers, Albany	x				
State Normal School, Fredonia		x			
NORTH CAROLINA					
East Carolina Teachers College, Greenville	x				
NORTH DAKOTA					
State Teachers College, Dickinson	x				
State Teachers College, Maryville	x				
State Teachers College, Valley City	x	x			
PENNSYLVANIA					
State Teachers College, Edinboro			x		
State Teachers College, Indiana		x	x		
State Teachers College, Lock Haven					x
State Teachers College, Mansfield		x			
State Teachers College, Slippery Rock					x
State Teachers College, West Chester		x			x
RHODE ISLAND					
Rhode Island College of Education, Providence	x	x			

Institutions offering curricula n elementary school supervision as revealed in this study
Normal Schools and Teachers Colleges—Continued

Name and location of institution	Curriculum or sequence of courses				
		Subject supervision			
	General supervision	Music	Fine arts	Industrial arts	Health and physical education
1	2	3	4	5	6
SOUTH DAKOTA					
Northern Normal Industrial School, Aberdeen	x				
TENNESSEE					
George Peabody College for Teachers, Nashville	x	x	x		
State Teachers College, Johnson City	x	x			
State Teachers College, Memphis	x				
State Teachers College, Murfreesboro	x				
TEXAS					
North Texas State Teachers College, Denton	x				
VIRGINIA					
State Teachers College, Farmville	x	x			
State Teachers College, Harrisonburg	x				
WASHINGTON					
Washington State Normal School, Bellingham	x				
Washington State Normal School, Cheney	x	x	x	x	x
WISCONSIN					
State Teachers College, La Crosse	x				x
State Teachers College, Milwaukee		x	x		
State Teachers College, Oshkosh	x				
State Teachers College, Stevens Point	x				

Institutions offering curricula in elementary school supervision as revealed in this study
Universities and Colleges of Arts and Sciences

Name and location of institution	Administrative unit	Curriculum or sequence of courses for—				
			Subject supervision			
		General supervision	Music	Fine arts	Industrial arts	Health and physical education
1	2	3	4	5	6	7
ALABAMA						
Alabama Polytechnic Institute, Auburn	School of education	x				
University of Alabama, University	College of education	x				
ARIZONA						
University of Arizona, Tucson	do	x				x
ARKANSAS						
University of Arkansas, Fayetteville	do	x				
CALIFORNIA						
College of the Pacific, Stockton	School of education	x				
Stanford University, Stanford	do	x				
University of California, Berkeley	do	x			x	
University of California, Los Angeles	Teachers college	x				
University of Southern California, Los Angeles.	School of education	x				
COLORADO						
University of Colorado, Boulder	College of music, Graduate school.	x	x			
CONNECTICUT						
Yale University, New Haven	Graduate school of education	x				
DISTRICT OF COLUMBIA						
Howard University,† Washington	The school of music, Graduate school.	x	x			
FLORIDA						
Florida State College for Women, Tallahassee.	School of education	x				
Rollins College, Winter Park	Conservatory of music		x			
GEORGIA						
Atlanta University,† Atlanta	Graduate school	x				
University of Georgia, Athens	Peabody college of education	x				
IDAHO						
University of Idaho, Moscow	School of education	x	x			
ILLINOIS						
Augustana College and Theological Seminary, Rock Island.	School of music		x			
Illinois Wesleyan University, Bloomington.	do		x			
Northwestern University, Evanston	School of education, school of music.	x	x			
University of Chicago, Chicago	Division of the social sciences, department of education.	x	x	x		
University of Illinois, Urbana	College of education	x				

† For Negroes.

Institutions offering curricula in elementary school supervision as revealed in this study
Universities and Colleges of Arts and Sciences—Continued

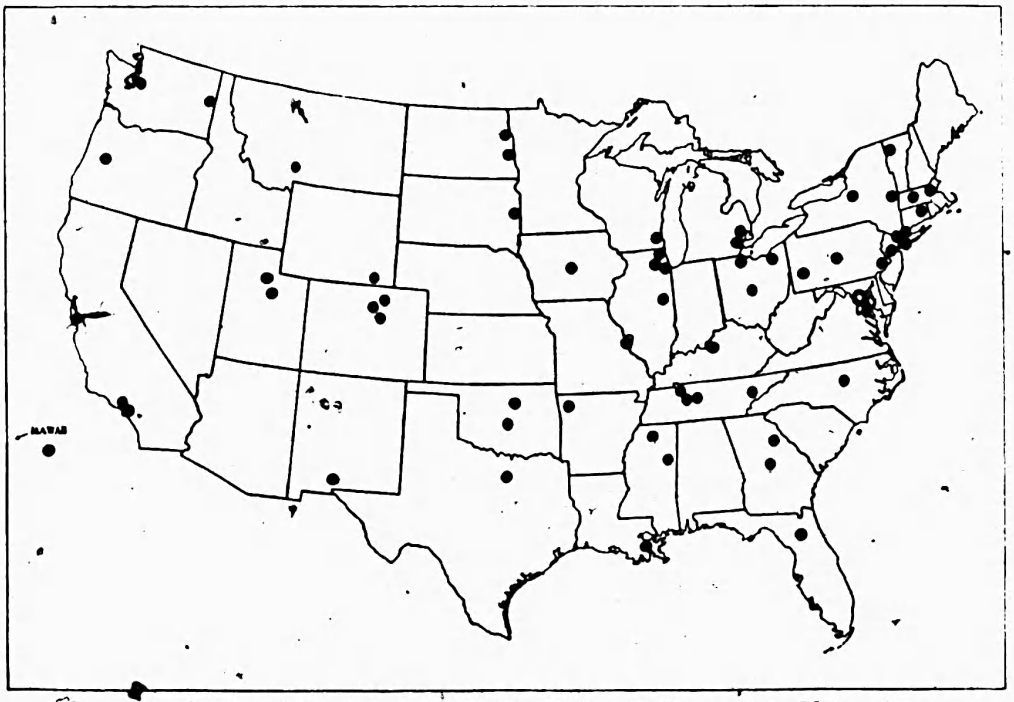
Name and location of institution	Administrative unit	Curriculum or sequence of courses for—				
			Subject supervision			
		General supervision	Music	Fine arts	Industrial arts	Health and physical education
1	2	3	4	5	6	7
INDIANA						
Butler University, Indianapolis	College of education	x	x			
Indiana University, Bloomington	School of education, school of music.	x	x			x
Manchester College, North Manchester	Department of music		x			
IOWA						
Drake University, Des Moines	College of education, college of fine arts, graduate school.	x	x			
Morningside College, Sioux City	Division of music		x			
Parsons College, Fairfield	Division of fine arts		x			
State University of Iowa, Iowa City	College of education, graduate college.	x	x	x		x
KANSAS						
Bethany College, Lindsborg	College of music and fine arts		x			
University of Kansas, Lawrence	School of education, graduate school.	x	x	x		
KENTUCKY						
University of Kentucky, Lexington	College of education	x	x			
LOUISIANA						
Louisiana State University, Baton Rouge.	School of music		x			
MARYLAND						
Johns Hopkins University, Baltimore	School of higher studies in education.	x				
MASSACHUSETTS						
Boston University, Boston	School of education, college of music.	x	x			x
MICHIGAN						
Michigan State College, East Lansing	Music department		x			
University of Michigan, Ann Arbor	School of education, department of educational administration and supervision, school of music.	x	x	x		x
Wayne University, Detroit	College of education	x	x			
MINNESOTA						
University of Minnesota, Minneapolis	do	x	x			
MISSISSIPPI						
Belhaven College, Jackson	Conservatory of music, Department of public school music.		x			
MISSOURI						
University of Missouri, Columbia	School of education	x	x	x		

Institutions offering curricula in elementary school supervision as revealed in this study
Universities and Colleges of Arts and Sciences—Continued

Name and location of institution	Administrative unit	Curriculum or sequence of courses for— Subject supervision: General supervision	Music	Fine arts	Industrial arts	Health and physical education
1	2	3	4	5	6	7
MONTANA						
Montana State University, Missoula	School of education, school of music.	x	x			
NEBRASKA						
University of Nebraska, Lincoln	Teachers college, School of music, Graduate college.	x	x			
NEW JERSEY						
Rutgers University, New Brunswick	School of education	x	x			
NEW MEXICO						
University of New Mexico, Albuquerque.	College of education	x				
NEW YORK						
Columbia University, Teachers College, New York City.	Teachers college	x	x	x	x	x
Cornell University, Ithaca	Graduate school of education	x				
Fordham University, New York City	Graduate school, department of educational administration and methods.	x				
New York University, New York City	School of education	x	x	x		x
Syracuse University, Syracuse	do	x	x	x		
NORTH CAROLINA						
University of North Carolina, Chapel Hill.	Department of education, graduate school.	x				
OHIO						
Baldwin-Wallace College, Berea	Conservatory of music, school of music.		x			
Capital University, Columbus	Arts, science, education, music		x			
Heidelberg College, Tiffin	Conservatory of music		x			
Miami University, Oxford	School of education	x	x	x		
Mount Union College, Alliance	Conservatory		x			
Muskingum College, New Concord	Conservatory of music		x			
Oberlin College, Oberlin	do		x			x
Ohio Northern University, Ada	College of liberal arts		x			
Ohio State University, Columbus	College of education	x	x	x	x	x
Ohio University, Athens	do	x		x		
Otterbein College, Westerville	School of music		x			
University of Cincinnati, Cincinnati	Teachers college, graduate school.	x	x	x		x
Western Reserve University, Cleveland.	Graduate school	x				
Wittenberg College, Springfield	School of music		x			
OKLAHOMA						
Oklahoma Agricultural and Mechanical College, Stillwater.	School of education	x				
Oklahoma City University, Oklahoma City.	College of fine arts		x	x		
University of Oklahoma, Norman	College of education, college of fine arts.	x	x			

Institutions offering curricula in elementary school supervision as revealed in this study
Universities and Colleges of Arts and Sciences—Continued

Name and location of institution	Administrative unit	Curriculum or sequence of courses for— Subject supervision: General supervision	Music	Fine arts	Industrial arts	Health and physical education
1	2	3	4	5	6	7
OREGON						
Linfield College, McMinnville	Fine arts		x			
University of Oregon, Eugene	School of education, school of architecture and allied arts.		x	x		
PENNSYLVANIA						
Duquesne University, Pittsburgh	School of music		x			
Grove City College, Grove City	Music		x			
Immaculata College, Immaculata	Department of music		x			
Lebanon Valley College, Annville	Conservatory of music		x			
Marywood College, Scranton	Departments of music and art		x	x		
Pennsylvania State College, State College.	School of education	x	x			
Temple University, Philadelphia	Teachers college		x	x		
University of Pennsylvania, Philadelphia.	School of education		x	x		x
University of Pittsburgh, Pittsburgh	School of education, graduate school.	x				
Westminster College, New Wilmington	Public-school music		x			
PUERTO RICO						
University of Puerto Rico, Rio Piedras	College of education	x				
TENNESSEE						
University of Tennessee, Knoxville	do	x				
TEXAS						
Baylor University, Waco	School of education	x	x			x
Hardin-Simmons University, Abilene	School of music and allied arts			x		
UTAH						
University of Utah, Salt Lake City	School of education, bureau of educational research.	x				
VERMONT						
University of Vermont and State Agricultural College, Burlington.	Departments of music and education.		x			
VIRGINIA						
University of Virginia, Charlottesville	Department of education	x				
College of William and Mary in Virginia, Williamsburg.	School of education	x				
WASHINGTON						
University of Washington, Seattle	College of education	x	x			
WISCONSIN						
Lawrence College, Appleton	Conservatory of music		x			
University of Wisconsin, Madison	School of education, Department of art education graduate school.	x		x		
WYOMING						
University of Wyoming, Laramie	College of education	x	x			



Location of universities cooperating in the Project in Research in Universities.