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A STUDY OF SUPERVISORY PRACTICES IN SMALL HIGH SCHOOLS
WITH THE VIEW OF DEVELOPING A MORE ADEQUATE
PROGRAM FOR ENTERPRISE ACADEMY

by

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INTRODUCTION

Industrial Vs. Educational Supervision

The act of supervision was not something new nor was it confined to the field of education. It was usually found anywhere where two or more persons were engaged in a related activity whether it was in industry, business, or education. The term, supervision, did not always carry the same connotation nor were its purposes in every instance necessarily the same. What supervision was and what it was to accomplish varied with the nature of the act that was being performed as well as with the level of the training of the supervisee in terms of the supervisor. By way of clarification a similarity between supervision in industry and education was noticed and how the nature of the end product determined the nature of the act was taken into account.

In industry, for example, the supervisee and the supervisor frequently represented different levels of training with the result that the act of supervision was directive in a detailed way. The product in industry was also regarded differently than in education. In industry the index of success with reference to the product was its likeness to a carefully engineered and well defined plan or pattern which was handed down by a superior.

In education the situation was quite different. In the first place the level of training of the teacher and the supervisor usually compared more favorably. Both were college bred and comparably trained--the difference being in the areas of their respective training. A second difference had to do with the evaluation of the work done. Both gave attention to the end product but beyond that they stood out in bold contrast to each other. True, there were established goals in education which served to guide the teacher

and to define the patterns of behavior which she hoped to establish in her pupils and which, with some modification, were generally accepted by all educators; but, her success was not measured by how nearly alike each student was to all others, but rather, as an individual, how well did he measure up to the general goals of education in terms of himself and his own possibilities as determined by his abilities, achievements, and interests. Mildred Swearingen spoke to that point of view when she said that "there is diversity in the intelligence and tastes of the students in school, diversity and unresolved tensions in the society in which the children live."¹ It was because supervisors had become aware of those "diversities" that they focused their evaluative techniques upon individual outcomes more than upon groups.

Supervision in education is different from supervision in business and industry . . . The teacher of today is often as well educated--although in a different field--as her supervisor. The situation in industry in which a trained boss is put over a group of untrained laborers does not compare with the situation in the typical school where the supervisor, a college graduate, is working with teachers who are also college graduates. The school supervisor needs to be infinitely more democratic and diplomatic than the boss in industry.²

History of Educational Supervision

This concept of relationship between the supervisor and the teacher has not always existed throughout the entire history of educational supervision, but was the result of a rather complete about face which began during the first decade of the twentieth century and received increased emphasis during the 1920's and following. Clarence Fielstra, associate dean of the school

¹Mildred Swearingen, "Looking at Supervision", Educational Leadership, January, 1946, 3:146-147.

²James Binney, "Teachers Look at Supervision", The Journal of Education, October, 1949, 132: 191.

of education at the University of California, made a survey of the literature in the field of supervision and from it traced the development of the movement. He said:

Concepts of the principles and purposes of supervision have undergone extensive modification since two and a half centuries ago and particularly since 1920 . . . Prior to 1910 supervision in . . . the secondary schools consisted largely of inspection by a school administrator, by one of his staff members, or by a school board member.¹

Usually the inspection was made by means of classroom visitation and was for the purpose of rating the teacher. Ryan described the process thus:

The old plan was something like this: the supervisor went into the classroom announced or unannounced; he sat down to look for defects, since he had to have something to criticize; then later he had a conference with the teacher.²

It was the thought of the day that if the supervisor came unannounced his evaluation of the teacher would be more nearly correct since he would find her discharging her duties in a more usual way than if she knew of his intended visit.

Harold Spears³ interpreted the thought of the time in a series of interesting, humorous, and informative cartoons. They carried the title of "Yesterday's Supervisory Formula" and are well worth describing here.

In the first cartoon he showed a supervisor peeking through a keyhole into the classroom of an unsuspecting teacher. It was his obvious intent to spy on her without her knowledge of his doing so. The caption under the picture said: "Know what is taking place in the classroom." The second

¹Clarence Fielstra, "Supervision Today", National Association of Secondary School Principals Bulletin, December, 1950, 34: 9.

²H. H. Ryan, "Bringing Out the Teacher's Best", The Journal of Education, February, 1950, 135: 42.

³Harold Spears, "Can a Supervisory Leopard Change His Spots?", Educational Leadership, January, 1946, 3:154-155.

picture showed the supervisor very stealthily tip-toeing into a room to take a seat in the rear. The advice under this picture was: "Find an inconspicuous place in the rear of the room." The next picture showed a window with the shade half drawn and the supervisor scowling as he looked intently at the thermometer and waste basket. "Notice the blinds--and the temperature--and the condition of the floor" were the suggestions carried by it. The fourth picture showed the supervisor crouching behind a chair taking notes on a pad. It carried this advice: "Be as inconspicuous as possible in taking notes--lest the teacher become nervous." In the fifth cartoon the supervisor's mouth was gagged so that he was unable to talk. Its message was: "Say nothing, but record everything." The next picture showed the supervisor behind a desk and the teacher sitting in front of it. There were suggestions of an animated conference in which the supervisor was the spokesman. The suggestion there was: "In conference first praise the teacher, then point out her faults." The last cartoon showed a spotlight focused upon the teacher. The caption under it said: "Let the supervisory spotlight play upon teacher weaknesses."

That concept of supervision was based upon the false promise that the work of the supervisor was not to improve instruction via helping the teacher as such, but rather to accomplish its purpose by rating, inspecting and thus keeping the teacher on his toes. It takes little imagination to understand that the results of that process were not always as rewarding as the supervisors hoped they would be. "Too often, the teacher was on the defensive from start to finish"¹ and the "relationship was commonly one of mystery and

¹Ryan, op. cit., p. 43.

fearfulness".¹ There was frequently a lack of rapport which meant that the process as it was carried out weakened rather than strengthened the instructional program.

Although it is not always possible to establish specific dates for the transition from one idea to another it was quite clear that in the case of supervisory concept and practices a new concept in supervision began to take form about 1910, that it matured, and that it gave birth to the ideas of supervision as they were set forth in this paper somewhere about 1930.

It would have been interesting to search out and list all of the factors that influenced the newer concept of supervision, but that was beyond the scope and outside of the purpose of this paper. It should be said in passing that supervisory practices altered as concepts and practices in education changed. There were several influences, however, that came to the attention of the writer and were worthy of mention as relevant to the problem under consideration.

One of these was that improved practices in supervision came about as the task of the supervisor became clear due to a more realistic concept of educational aims. Gradually as he grasped a new view of what the school was to accomplish for its students in a democratic society his interests shifted away from the

temperature of the classroom, waste paper on the floor, the position of the blinds, the posture of the pupils at their assigned seats, and the mechanical score cards used by the supervisor to check student response to teacher enquiry.²

as he grasped a new view of what the school was to accomplish for its

¹Fiolstra, op. cit., p. 10.

²Spears, op. cit., p. 152.

students in a democratic society. Coupled with this was a new interest in the students as individuals, a realization that a total organism came to school, a more basic understanding of how youth develop and, in turn, what classrooms should be like in view of the individual and social demands being made upon them.

Another influence which made its contribution to the development of the newer concept and practices in supervision was the employment of better prepared supervisors from the standpoint of academic training and experience in the field of education.

A final cause in the direction of better supervision was a minor rebellion on the part of the teachers themselves against the type of supervision that they were receiving and the suggestion of ineptness that it carried with it.

Although the newer approach to supervision was a definite improvement over all that had gone before, it still failed to fully allow the teacher to take her rightful place in the educational program. The outstanding characteristic of the newer practice in supervision was instruction closely dictated or "imposed" by the supervisor. It had for its foundation the premise that the supervisor was a sort of superior being who had all of the answers as far as education was concerned. One writer commenting upon that era said that "the assumption developed that supervisors know what should be taught, when it should be taught, to whom, by whom, how, and to what purpose."¹

This practice of supervision had a number of distinct advantages such as (1) a new approach to the improvement of instruction by means of acquainting

¹Fielstra, op. cit., p. 11.

teachers with what supervisors wanted as well as guiding them in reaching the goals, (2) of more frequent supervisory visits and follow-up conferences, (3) of facilitating teacher education, and (4) a marked decline in the mystery surrounding the basis of supervisory ratings. There were also undesirable features and weaknesses. These were exhibited in: (1) the negative attitude that the teachers often took toward their supervisor, (2) their resentment to the idea that one person had all of the answers to so many questions, (3) their frequent insincere attitude toward complying with the whims of the supervisor, and (4) other ways. Perhaps, the outstanding weaknesses of the program of imposed instruction was that it was psychologically unsound in that it did not provide opportunity for the teacher to express herself, to feel a vital part of the program, to become creative, to experiment, or in other ways develop the confidence and security that active group participation brought about.

It is often true that once a thing is set in motion its progress becomes increasingly rapid. This was true in the case of supervisory thought and methods. As was noted above as late as 1910 the practice of inspection and rating as a supervisory device was coming to its end and in its stead the less objectional trend of imposed instruction was taking its place. By the 1930's¹ another school of thought was making itself felt. The whole process of education had been under the critical eyes of men who were taking the view that education had a greater obligation to the individual and to society than had heretofore been recognized. They held that there was more in store than to merely assign lessons and ask questions about the assignment. A scientific

¹Note: Clarence Fielstra sets the date between 1930 and 1950. Spears suggests the transition came about 1936.

movement was underway, experimentation was encouraged, and much was being brought to light concerning the individual and how he learned. Democracy took on a new meaning and became a functional word in the educator's vocabulary. The value of group participation in developing the program of the school and solving the problems pertaining to the school was discovered.

That this should have its effect upon supervisory practices and thought was inevitable. The idea took root that teachers needed more help in general understandings and methods than they did in content and that good supervision could and should mean "supervision without authority to command."¹ Along with this came the belief that both policy making and administration should be shared by the principal and his faculty. The supervisor now became a "copartner with the teacher in the joint task of improving instruction."² He became aware of the fact that in the program of improving instruction via supervision "law cannot compel teachers to learn, but that experts can help if they approach the task as equals in authority and work through common purposes in friendly joint efforts."³

In his new role "the supervisor became a helper of teachers and students, a resource leader who does not have all of the answers but is highly enthusiastic in cooperating to find them."⁴ He became a person who commanded the respect of his staff because of his ability, training, and most of all because he understood that leadership came from more than one member of the group.

¹Jesse Brundage Sears, The Nature of the Administrative Process, p. 540.

²Loc. cit.

³Loc. cit.

⁴Sears, op. cit., p. 156.

A Brief History of Enterprise Academy

Since it is the purpose of this report to outline a program of supervision for the improvement of instruction at Enterprise Academy something concerning the history and nature of the school should be said before proceeding further with the discussion of the topic under consideration.

Enterprise Academy was a parochial high school which was opened in 1919 by the Kansas Conference of Seventh-day Adventists when their former school, Strode Academy at Oswego, Kansas, was closed in favor of finding another location more centrally located in terms of their church population. The buildings in which the school was housed were purchased from the Methodist church and had served that organization as a liberal arts and theological college. At the time of purchase the school consisted of three major buildings--an administration building that housed the offices, classrooms, library, and chapel; a girl's dormitory; and a boy's dormitory--and several lesser ones that were used for various functions incidental to operating a boarding school.

Since that time several changes have been made. These include rearranging the interiors of the administration building and girl's dormitory, enlarging the boy's dormitory, erecting a chapel, cafeteria, and gymnasium.

Records of the year by year enrollment showed a fluctuation from a low of 65 in 1935 to a high of 175 in 1940. The mean average enrollment for the thirty-five year period from 1920 to 1955 was 124.35.

One factor that seemed to directly effect the enrollment, and which is understandable since much of its income arises from tuition and fees, was the economic condition of the country. This is borne out in the following table which gives the enrollment figures for the five year period before,

during, and following the depression of the early 1930's.

School year	Enrollment
1926	114
1927	111
1928	105
1929	104
1930	123
1931	87
1932	89
1933	65
1934	66
1935	70
1936	151
1937	147
1938	172
1939	172
1940	175

The number of persons employed as members of the staff also reflected the economic conditions of the country and varied from a low of seven during the first half of the '30's to a high of seventeen during more normal years. The complete record of employees was not available for every year since the school was opened, but from those to which he had access the writer found the mean average to be 13.5.

Since the school was a boarding academy not all of the staff carried full teaching loads. Some were in charge of the dormitories, director of cafeteria, farm superintendent, etc.

The curriculum, using the term to mean subjects offered, had remained quite constant since the beginning of the school. The courses offered in 1955 were representative and consisted of¹

Agriculture	1 unit
Bible	3 units

¹Adapted from the Annual Bulletin, 1954-1955, Enterprise Academy, p. 27.

Bookkeeping	1 unit
Constitution	$\frac{1}{2}$ unit
English	3 units
History	2 units
Home economics	2 units
Language	2 units
Mathematics	2 units
Medical Cadet Corps	$\frac{1}{2}$ unit
Mechanical drawing	1 unit
Music - band, choir, instrument, voice, piano, organ	$\frac{1}{2}$ unit each
Music fundamentals	1 unit
Printing	1 unit
Problems in American democracy	1 unit
Science	2 units
Shorthand	1 unit
Typewriting	2 units
Woodworking	1 unit

History of the Problem

The need to develop a program for the improvement of instruction at Enterprise Academy presented itself soon after the writer became principal of the school in 1951. Not long after his arrival he received a letter from the State Board of Education and the Department of Education which accredits the system of parochial schools to which Enterprise Academy belongs, stating that unless certain changes were made in the school program and better scholarship was evidenced the school would be dropped from their list of accredited academics. Previous to this he had discovered that two years prior to his coming to the school the Kansas Department of Education had dropped the school from its list of accredited high schools. The reasons for this action was (1) several teachers were teaching in subject fields foreign to their training and (2) a number of instructors were non-certified due to deficiencies in educational courses.

The situation called for immediate action, part of which was plain. Extension work, night and summer school classes were answers to the problem

of state certification. It was hoped, too, that this would be reflected in better teaching.

The principal himself enrolled in some night classes, attended summer school, took a course in curriculum development and supervision, and in other ways attempted to lay a foundation for leadership in the task of improving instruction. He soon discovered that concepts and methods in high school had changed more than he had realized since he had finished college in 1936 and he planned a series of staff meetings which he hoped would revitalize and redirect the program in the school of which he was the principal. In his course work the principal had developed a respect for the idea that individuals differ, that education should be geared to the needs of the group that it served, and that courses would be more acceptable if they were developed along the lines of student interests and recognized needs and abilities. He knew from observation that some of the staff members were using the lecture or assignment-question-answer method and giving the students little opportunity for expression except to repeat that which was assigned. There was little opportunity for group action. He was sure that all of this could be changed as soon as he imparted the light of modern concept to his staff. Then came the disillusionment.

Although he was surrounded with a most wonderful staff and some of them had also been attending school, not all were ready to change their ways, reorient their thinking, and go to work to develop better methods of instruction. In fact, on the part of some, there was a "You've been away to school, but you'll get over it shortly" attitude. They just did not share his enthusiasm and he soon became aware that something was lacking in his leadership and that if an improved program of instruction was to be had he

would have to redirect his efforts into more acceptable methods of supervision.

The question then presented itself and continued to reoccur as to what were the best procedures to be followed by a small high school teacher-principal to improve instruction through supervision. The principal was convinced that somewhere he had failed to take his staff with him. In his reading on the subject he frequently was confronted with such terms as "department heads", "specialists" of various sorts, "supervisors", and etc. to mention but a few. None of these were available to him nor present on his staff. The supervisor was he if there were one at all.

Statement of the Problem

In view of the foregoing history of the problem with its confused solution the writer set out to develop a program of supervision for the improvement of instruction at Enterprise Academy which would be accepted by the staff and would provide better educational opportunities for the students of the school. He did so with full realization that much has been written on the subject of supervision, but also knowing that that which was written would become functional to him only as he boiled it down to specifics for the situation in which he found himself.

The writer sought to answer the questions as to (1) what constitutes an adequate supervisory program for a small high school, (2) what are the acceptable methods to use in making it functional, (3) what is the relationship of the small high school principal to the program of supervision, (4) what kind of supervisors and supervision do teachers say they want, and (5) in what ways can supervision be used to strengthen the program at Enterprise Academy?

Scope of This Study

This study was limited to developing a program of supervision for Enterprise Academy which is a small high school. It began with a brief history of supervision, proceeded to the problem at Enterprise Academy and then attempted to discover the answers to the problems presented there.

Definition of Terms Used

Supervision. "An expert technical service primarily concerned with studying and improving the conditions that surround learning and pupil growth."¹

Supervisor. The administrative officer charged with the responsibility of improving the educational program of the school and thus providing better opportunities for the boys and girls.

Sources of Information

The following were sources from which information was gotten for this study:

1. Books on the subjects of supervision and administration.
2. Bulletins of the National Association of Secondary School Principals.
3. Articles in numerous educational periodicals.
4. Bulletin of Enterprise Academy.
5. Class notes, unpublished.

¹Arvil Sylvester Barr, William H. Burton, Lee J. Broecker, Supervision, p. 11.

A PHILOSOPHY OF SUPERVISION

In the introduction to this report the history of the development of supervisory practices was traced from its early beginnings which, as was shown, were largely inspectional, through an intermediate period characterized by imposed instruction, to a third and higher level in which there was purposeful cooperation between the supervisor and the teacher. It was the purpose of this section to explore the latter concept further with the view of discovering the philosophy underlying it. That philosophy was to be used as a foundation upon which to build a program of supervision for the improvement of instruction at Enterprise Academy.

Educational Philosophy that Influenced Supervisory Concepts

The writer believed that at this juncture there was another observation worthy of mention which, although it was not a part of the philosophy, was certainly a contributing factor in its being what it was. Supervision as it was later conceived was not a singular development in the field of education. Rather it came about parallel to other changed concepts in the total field of education. As the idea developed that education was not something apart from life, nor the mere passing on of the accumulated heritage of the race, and that it was broader in scope than the presentation or retention of subject matter, but that its outcomes must not only include subject skills and understandings but also habits and attitudes, that it was dealing with individuals as wholes which meant their emotions, physical development, social development as well as their intellects, that the curriculum would be constantly changing as new demands for living varied from day to day and new problems arose, that it was dealing with persons as individuals who came

to school with varied previous experiences and who possessed a variety of interests, abilities, and needs, that democracy was best taught demonstratively, and that educational outcomes could be measured; therefore, the problems of education could be resolved, at least in part, scientifically through controlled experimentation and testing, then supervisory practices changed also.

Eight Basic Concepts of Supervision

The question as to what were the basic principles upon which the philosophy of supervision was built next claimed the attention of the writer. The following eight considerations best sum up his findings.

First of all there was the concept that supervision was an absolute essential in all schools if an adequate educational program was to be assured. The truth of that belief became clearer when one recalled that the entire student came to school and that his needs could be adequately met only through a thoroughly unified and coordinated program in which there was a complete absence of compartmentalization. This could be secured only if there was mutual understanding, common goals, and oneness of endeavor and purpose among the members of the staff. To secure this type of unity, then, supervision was a must.¹

The second consideration upon which the philosophy of supervision was built was that its functions were four fold; namely, "guidance, training, research, and observation"² while it had for its focus "the single purpose of

¹Frank G. Dickey, "A Good Supervisory Program", The American School Board Journal, September, 1950, 121: 58.

²Charles Wells, Jr., "Techniques in Supervision for the Small High School", The American School Board Journal, February, 1940, 100: 34.

improving the teacher-learning situation."¹ This was not intended to construe the thought that all supervisors postulated the same specific purposes for all supervisory programs. It was clear that the purposes would be effected by the problems attacked as well as the philosophy underlying the educational program of the school. It did mean, though, that "ultimately, most supervisory programs aim, either directly or indirectly, at the development of an instructional program which will better meet the needs of the student and of society."² Charles Wells, Jr. quoted William Burton as saying that "Supervision should concern itself with studying the teacher-learning situation, improving the teacher-learning situation, and evaluating the methods and outcomes of supervision."³

The third aspect of supervisory concept, democracy in supervision, has already been referred to both in the introduction to this paper and in the first paragraph of this present section. It was, however, of sufficient importance to warrant the devotion of a section to a more detailed discussion as to its nature and meaning. Over and over again reference was made to it in such statements as: "A good supervisory program should be based upon democratic principles",⁴ or that progress "can be achieved only when school administration creates an atmosphere in which all concerned can think and

¹Loc. cit.

²A. J. Dolio, "Guidance in the Supervisory Program", Educational Administration and Supervision, May, 1947, 33: 280.

³Wells, loc. cit.

⁴Dickey, loc. cit.

act under the stimulus of democratic leadership."¹

But it was not enough to give consent to the idea of democracy in supervision. More than that was needed if it were to become a functional part of the program for Enterprise Academy. The question arose as to some specifics: (1) when is a program democratic, (2) what are its characteristics, and (3) how is it carried out?

One of the best concrete answers to the above questions was given by Clarence Fielstra² who said that with the democratic concept there was less emphasis upon such activities as inspection, rating, direction and imposition and more upon leadership, inspiration, coordination, and service. In contrast to the period of imposed instruction the supervisor who adhered to that view did not insist that any one particular course of action be taken in solving the problems of the school. "His role is stimulated action, to keep the program moving, to provide the setting for effective work, but not to dictate or coerce."³ He had faith that if given opportunity for full discussion of their problems the teachers would be able to arrive at a sound and satisfactory solution to them. Irving Flinker added some very interesting light on the outcomes of such a procedure. He said:

Probably the most important quality of the successful supervisor is his desire to help his teachers. If such an attitude is sincere he will win their confidence by his understanding of human weaknesses, by a natural and democratic association with the teachers, by an ability to overlook occasional faults, and by his frank and practical interpretation of their problems. As a result of working with such a super-

¹Zeno B. Katterly and Don S. Patterson, "Administration Focused on Instruction", Educational Leadership, April, 1948, 5: 422.

²Fielstra, loc. cit.

³Harold Alberty, "Administrative Leadership in the High School", Educational Leadership, April, 1948, 5: 435.

visor, the teachers will feel that they have an important share and responsibility in making the school function smoothly and effectively as a happy home for children.¹

The supervisor, then, who was democratic in his thinking took the view that the program of the school was not so much a "supervisory function in which the teachers participate as a teacher function in which the supervisor participates."²

Democratic supervision demonstrated itself by recognizing the worth of each individual teacher and respecting her personality. "The competent principal," who was truly democratic "never tried to run the program alone",³ but instead gave recognition that all, old and young, had a contribution to make to the program of the school and that each should be allowed to make his contribution by helping to plan the program.

There is in the instructional program a need for leadership which will recognize the fact that each and every teacher, young and old, has something to contribute to the total program. It is a good administrator who makes it possible for the teachers to discuss and help make policies concerning the instructional program. It may seem that consultations and discussions take much time but in the long run there will be a saving of time because of increased efficiency. Cooperation and teamwork will certainly enhance the education of boys and girls.⁴

The matter of giving recognition to the abilities of the individual teacher far from lead into a dead end street. Rather it produced ever larger returns in terms of better educational opportunities for the students

¹Irving Flinker, "Supervision can be Dynamic", Educational Administration and Supervision, October, 1948, 34: 337.

²Dickey, loc. cit.

³Virgil Bozarth, "Effective Policies for Obtaining and Maintaining Good Teacher Morale", The American School Board Journal, July, 1948, 117: 25.

⁴Calvin Grieder and William Everett Rosenstengel, Public School Administration, p. 223.

in the schools where it was practiced. Maaske¹ pointed out in an article entitled "The Superintendent's Responsibility for Good Teaching" that there was a direct relationship between the extent to which the principal allowed participation in planning by the staff and the professional growth and development that each achieved and for which he was responsible.

It might be well to add that good teaching accrues when teachers are growing professionally.

The democratic concept of supervision was reflected in the social attitude of the supervisor. As a democratic leader he was to shun the "'noble and great' attitude"², adopt "membership in the 'we' group"³, and take his place as a "discussion moderator, an expert for certain situations, even a moral analyst and a non-directive counselor in all aspects."⁴ Myrtle Mann Gillette indicated that one index by which to judge the success of a supervisor was whether or not he would be "accepted on the same human grounds as would be another teacher."⁵ For one to accept a social philosophy of oneness with the group did not mean that he must sacrifice his position of leadership in the educative processes for his school nor did it mean that every teacher would realize the maturation of all of his wishes. It did mean that the supervisor was using "those leader-skills that depend

¹Roben J. Maaske, "The Superintendent's Responsibility for Good Teaching", The American School Board Journal, February, 1940, 100: 31.

²Bozarth, op. cit., p. 26.

³Wilson F. Wetzler, "Administrating Schools by Staff Dynamics", The American School Board Journal, April, 1954, 128: 28.

⁴Loc. cit.

⁵Myrtle Mann Gillette, "The Meaning of Good Education", Journal of Education, May, 1948, 131: 156.

upon psychological form for motivation."¹

The fourth consideration upon which the philosophy of supervision was built was that supervision must be directed toward making better teachers. This concept was based upon the premise that

The distinctive purpose of supervision is to help change teacher behavior in ways that will provide children a better quality of learning experience. If this be true, it follows that the supervision which improves teacher behavior most is the best supervision.²

This point of view was well supported by various writers whose literature was reviewed for this paper. Harry Gilson said that "unless the teacher as an individual is doing a competent job, the whole program will fail"³ and Benjamin Novak gave emphasis to that same point of view by saying that "in developing the child and his personality, the administrator's chief resource by far is the teacher."⁴ Earl C. Kelley commented that the principal can bring about life fit to live only through his teachers and that "if a school is operated in such a way as to contribute to the continuous growth of the teacher, she will never lose her rapport with youth."⁵

It became evident, therefore that

just as modern education attempts to place emphasis on the total growth of the child, modern techniques of supervision attempts to assist teachers toward all-round growth" and "more and more there is

¹Wetzlor, loc. cit.

²Vernon L. Replogle, "What Help do Teachers Want?", Educational Leadership, April, 1950, 7: 445.

³Harry V. Gilson, "Why Appraise Teaching Efficiency?", The School Executive, April, 1948, 67: 48.

⁴Benjamin Novak, "The Teacher--a Human Equation", The Journal of Education, February 1952, 135: 57.

⁵Earl C. Kelley, "The Function of the Principal in the Modern School", The American School Board Journal, June, 1947, 114: 27.

indication that pupil growth does not take place apart from teacher growth.¹

The point of view taken was that a supervisory program must serve teachers in such a way that instruction was improved and that, since any improvement must come about through the classroom personnel, a logical supervisory program would center its attention upon the teacher. There were two ways suggested by Hammock for implementing this philosophy. They were:

1. Helping teachers recognize and comprehend problems relating to instruction.
2. Providing situations conducive to teachers' solving these problems.²

Not all of the work of the supervisor in relationship with the teacher had to do with problems directly associated with classroom activities. A part of his time was devoted to giving attention to personnel relations with the view that "unhappy, thwarted teachers can never provide the kind of living for children which we have a right to expect in a school."³ In fact, one writer said that the supervisor's success depended upon "the establishment and maintenance of wholesome human relations . . . which included understanding human motives, drives, desires, and needs."⁴

Although this phase of supervisory philosophy was mentioned by various writers one of the best discussions, in the opinion of the writer, was by

¹Luther Brayfield, "Basic Principles Underlying Techniques of Supervision", The American School Board Journal, June, 1954, 128: 22.

²Robert C. Hammock, "Planning Supervisory Programs", The National Association of Secondary School Principals Bulletin, December, 1950, 35: 55.

³Kelly, loc. cit.

⁴Katterly, op. cit., p. 423.

H. K. Farley who wrote from the point of view that "as the teacher is to the pupil so is the supervisor to the teacher."¹ By this was meant that the same considerations that the teacher had for the pupils should apply in the teacher-supervisor relationship.

Mr. Farley listed four considerations which each supervisor should keep in mind in dealing with his staff. He said:

First, is the concept that individuals differ; second, is the concept that every individual is a total organism; third, is the concept that every individual strives for, and for effective learning must achieve, acceptance by his peers; and last, is the concept that every individual must gain some feeling of achievement.²

He went on to apply these principles to helping teachers. He said that supervisors must "give attention to intellectual, social, physical, and emotional growth of the teacher." To neglect any one of these would produce a "lopsided teacher."

The fifth consideration in the matter of supervisory philosophy was that "a good program discovers and develops leadership"³ among the members of the staff.

The sixth consideration was that there could be no provision for a continued status quo in the program, but rather that as educational concepts were constantly changing as new social demands arose so supervision must be dynamic and subject to constant evaluation and revision of methods. "A good supervisory program should provide for continuous evaluation since a continuous study of the process of instructional improvement is essential."⁴

¹H. K. Farley, "Supervision as Good Teaching", Educational Administration and Supervision, March 1954, 40: 180.

²Loc. cit.

³Dickroy, loc. cit.

⁴Loc. cit.

The seventh consideration in the matter of supervisory philosophy was that the school program was a cooperative undertaking. Katterly and Patterson expressed it this way:

Designing more desirable school programs is more than a one-man job; . . . It is a total staff-community-resource personnel undertaking . . . Desire for improvement of the school system and its operation must be present in the administrator and, through his leadership, develop in the entire staff.¹

Another writer said that "the principal and his staff need to think very seriously and clearly about what they are doing and why."² In another place he said that:

It should be the supervisory function of the principal to find every possible means of freeing teachers and pupils for fullest participation and cooperation in formulating the purposes and policies of the school program.³

Kelley outlined the work of the principal as "consultation, communication, and mutual planning"⁴ and Biddock spoke of it as his responsibility.

The principal has the responsibility to set up a situation in a building where teachers can share with one another in planning and helping one another, not because they have to, but because they have a stake in the program that is being carried on there.⁵

There were several reasons advanced why the group processes outlined above were so essential. One was that it was but human to want to carry out one's own ideas. The following quotation makes that point clear:

If the teacher helps plan what goes on, and if she knows all the

¹Katterly and Patterson, op. cit., p. 422-423.

²Hal Lewis and J. M. Lops, "When Principals Supervise", Educational Leadership, January, 1946, 3: 162.

³Loc. cit.

⁴Kelley, loc. cit.

⁵Mildred L. Biddock, "Supervision as it Functions in the Instructional Program", Educational Leadership, April, 1948, 5: 415.

thinking that went into it, what is carried out then becomes her project, rather than an imposed one. This . . . makes all the difference between meaningless routine, which smothers initiative, and creative work, which stimulates.¹

Cooperative planning was essential because it resulted in better instruction brought about by better informed, more alert, happier teachers—teachers who were "goal seeking"² and aware of their importance to the total educational effort of the school.

Brayfield gave a list of four interesting and enlightening reasons for this type of procedure. They were:

Group thinking is necessary for a co-operative and creative program of supervision.

Teachers grow as they have opportunity to think, plan, and work.

Responsible supervisory leaders must be continually alert to opportunities to bring teachers in working groups in order that all may profit by sharing experiences with each other.

Group evaluation is an essential element of democratic group action extending from the initial definition of problems to the appraisal of the effectiveness of the group work. Through group evaluation the supervisory leader guides teachers as co-workers to critical consideration of the problems studied.³

The eighth consideration for a philosophy upon which to base an adequate supervisory program, and which in reality was an outgrowth of all of the others listed above, was that good supervision must provide for those considerations that would insure good staff morale. This concept was not without purpose for all things being equal the higher the morale of the staff the better instruction received by the students. "The teaching force with good

¹Kolley, loc. cit.

²Netzler, loc. cit.

³Brayfield, op. cit., p. 21.

morale is a heads-up, smiling, united, purposeful, hardworking, happy organization"¹ and "good teacher morale is a prerequisite to a good instructional program."²

THE SMALL HIGH SCHOOL PRINCIPAL AND SUPERVISION

In the opening section of this paper the need for strengthening the program of instruction at Enterprise Academy was presented. In the discussion the question as to the part the principal should act in the program of instructional improvement was raised. In this section the writer sought to answer four major questions, with their auxiliary considerations, which he believed were relevant to outlining a program of supervision for Enterprise Academy and locating the place of the principal with reference to it.

The first question to which he addressed himself had to do with the personnel, kind, and adequacy of supervisory programs in small high schools in general. He wanted to discover what the practices were in those schools where superintendents, deans of instruction, curriculum directors, department heads, etc., were not a part of the staff as such. Further, he wanted to know what the functions of the principal were in those schools.

The second question had to do with the basic concepts upon which the supervisor would build his program--what were they and how were they implemented?

The third question for which he sought an answer in this section had to do with methods used by the person responsible for the supervisory program in the small high school. How did he make the program functional?

¹Bozarth, op. cit., p. 25.

²Grieder and Rosentengel, op. cit., p. 253.

The fourth question pertained to the areas that received the attention of the supervisor.

The Role of the Principal

From the literature on the subject of supervision the writer found that in a large majority of the small high schools in the country the supervisory functions were carried out largely by the principal. Spears¹ mentioned that of the 28,000 high schools in the nation only ten per cent had any form of supervision other than that provided by the principal or the superintendent. Andree suggests this same condition and practice in the following quotation:

More than ninety per cent of all of our 28,000 high schools are single units where no provision has been made for separate supervisory positions. Under such circumstances a vast majority of all high school principals can delegate permanently none, or at best a small amount, of their responsibility for supervision of classroom instruction, for curriculum development, for staff morale, and staff competence.²

Another writer observed that "The large majority of teachers are employed in schools in which the principal is also the person who supervises instruction."³ This fact was further born out by the various terminology used in association with the principal. He was referred to as the "instructional leader"⁴, "director of the educational program"⁵, the "center of this

¹Spears, loc. cit.

²Robert G. Andree, "Who are Supervisors?", National Association of Secondary School Principals Bulletin, December 1950, 34: 21.

³Binney, loc. cit.

⁴Maurice B. Ahorns, "Supervision as it Functions in the Instructional Program", Educational Leadership, April 1948, 5: 419.

⁵"The Work of the Principal", The School Executive, February 1949, 68: 56.

venture in education, inspiration, and coordination¹, or some other such title indicating close relationship to those functions that are categorized as supervisory.

The Adequacy of the Program

The adequacy of this arrangement next claimed the attention of the writer. The comments upon that particular phase of the topic under consideration were not as voluminous as it might have been hoped they would have been; however, there were indications that the quality of supervision was inadequate in many of the small high schools. Charles Wells, Jr. stated that "The need for supervision in the small school is as great, if not greater than, the need in the larger school"²; yet, according to Fielstra "unless the school system enrolls upwards of ten thousand pupils . . . there is little likelihood that such services, if given at all, are satisfactorily given."³

One potential danger in the arrangement of the principal's carrying the supervisory functions of the school was that, although not rightfully so, for in essence they were one, his work was often thought of as being divided into two categories--administration and supervision. The first of these had to do with externals or the mechanics of the educative process such as "directing operations in terms of board policies and decisions."⁴ The second, supervision, was considered as "a staff service devoted to

¹Andree, op. cit., p. 23.

²Wells, op. cit., p. 22.

³Fielstra, op. cit., p. 17.

⁴Sears, op. cit., p. 295.

development, coordination, and improvement of instruction."¹ A danger lurked in this arrangement. It was that there was a tendency on the part of principals to emphasize one phase of his work at the expense of the other. The usual practice was to become so engrossed in the means, the mechanics, that he failed to remember the end, better instruction. When one phase of his work was neglected it was usually supervision. Andree pointed out the importance of keeping the end in view when he said that "The whole purpose of supervision--and of administration--in our schools is to improve the educational opportunities provided for all young people."²

What Kind of Programs Do Principals Conduct

The next consideration had to do with the kind of program conducted by the principal as supervisor. Jacobson, Reavis and Logsdon pointed out that that depended upon the one who was responsible for it. It could be scientific, democratic, creative, or otherwise depending upon his leadership. He said

The principal who carries on supervisory activities is presumed to be an educational leader. His supervision will be scientific if he uses appropriate means to evaluate the objectives of instruction. His supervisory activities should be democratic in that he seeks the cooperative effort of his staff in planning learning experiences for children and in carrying them out so that they are maximally successful. His supervision will be creative if it provides an opportunity for each teacher and pupil to grow through the exercise of his talents and abilities under expert professional encouragement and guidance. Such supervision encourages initiative, originality, self-reliance, and self-expression. It stresses strength rather than emphasize weaknesses.³

¹Loc. cit.

²Andree, loc. cit.

³Paul B. Jacobson, William O. Reavis, James D. Logsdon, Duties of School Principals. New York, Prentice-Hall, Inc. 1950. p. 490-491.

Two Basic Concepts of Supervision

The second question to which the writer addressed himself was to discover some of the basic concepts important to the high school principal in setting up or maintaining a functional program of supervision. Two such concepts were discovered and were as follows:

(1) If the principal were to be an educational leader indeed, maintain the respect of his staff, and provide an adequate supervisory program, he himself must keep alive professionally. It was quite obvious that he could not hope to lead his staff where he had never been, nor could he hope to direct a program beyond the range of his professional vision or comprehension. "Leadership ability" he would have to realize would be dependent upon both his "personal preparation and professional outlook."¹ It was his duty to be constantly informed concerning the advances in education. In brief, "if he is to provide a climate where teachers will live more fully . . . and help children to live more fully, he must himself keep alive"² professionally.

(2) The second basic concept had to do with the professional growth of the teachers and the principal's responsibility toward it. The principal needed to keep constantly before him that it was the teacher who was in direct contact with students and that the students were "affected by the kind of living that the teachers provide".³ The principal needed to remember that

¹Paul Elicker and Eva Pinkstron, "The Job of the Principal", The School Executive, September, 1950, 70: 63.

²Kelley, op. cit., p. 28.

³Kelley, op. cit., p. 27.

good teaching depended upon "proper recognition and stimulation of each individual teacher's abilities and potentialities (and) . . . keeping herself 'alive' professionally."¹ If, then, one accepted the point of view that supervision was a means of helping teachers to provide proper experiences to the students, to be "well adjusted persons, and to develop greater competency,"² that the supervisor's main task was the "professional improvement of his teachers for the purpose of stimulating the fullest possible growth of the children,"³ then it became evident that the high school principal in his role of educational leader and director of the supervisory functions had to consciously plan a program directed toward continuous staff growth. Flinker⁴ bore that thought out by suggesting that the principal would need to become constantly better acquainted with his staff in order that he might discover their interests and abilities, understand their needs and problems and be, thus, in a position to give them opportunities for maximum development.

Implementing the Program

The third question, what were the methods by which the high school principal implemented the program of supervision, was next considered.

One of the most comprehensive discussions of methods was found in an

¹Maaske, op. cit., p. 31-32.

²"The Work of the Principal", op. cit., p. 58.

³Flinker, loc. cit.

⁴Loc. cit.

article written by Allan C. Harman¹ who conducted a survey of twenty-four junior, junior-senior, and senior high schools which ranged in size from 100 to 1000 students and which were known to have strong supervisory programs in operation. The purpose of his survey was to ascertain what the principals' and teachers' concept of supervision was as determined by the practices of their various schools. In order to provide a common point of departure he defined supervision as "the performance of activities concerned with the improvement of teaching and learning."²

The answers to his inquiry fell into three general classifications as follows.

Group one: Supervision is a co-operative educational service, concerned with identifying and solving problems related to teaching and learning. It aims to coordinate the efforts of all persons connected with the guidance of adolescence and youth, and focuses attention specifically on the welfare of the individual pupils.

Group two: "Supervision is in-service training of teachers."

Group three: "Supervision is a scientific enterprise concerned with evaluating and improving the instructional program of the school."

It was interesting to note that, more accepted the position expressed in group one, group two was accepted next, and group three was the least accepted. Harman gave the results of his findings as follows:

¹Allan C. Harman, "Principals' and Teachers' Concepts of Supervision", The American School Board Journal, September, 1948, 117: 33-34.

²Loc. cit.

	Per cent of principals under 500 pupils in their schools	Per cent of teachers under 500 pupils in their schools	Per cent of principals 500-1000 pupils in their schools	Per cent of teachers 500-1000 pupils in their schools
Group one:	66.6	62.1	55.5	63.5
Group two:	26.6	26.6	33.3	26.9
Group three:	6.6	11.7	11.1	9.5

The method of putting each of the theories into practice was also of value and was as follows:

In group one the supervisor was looked upon as the leader and co-ordinator of the program who assisted in carrying out those activities which were designed to stimulate student growth toward established goals. "Also, by means of enlisting the services of teachers and others in a large constructive program of school improvement, he aids in achieving the supervisory goals that have been established."¹ It was part of the concept of this group that the supervisor be a student of education, sensitive to the problems of teachers, and be understanding in dealing with the problems of the youth. He respected all levels of ability among his teachers and brought about changes in them as the result of their participation in study. The

¹Harman, op. cit., p. 33.

author went on to say that "In addition, as an important phase of the process, materials are made available for the investigation of problems by individual teachers, departments, grade groups, or the entire staff."¹

Group number two, the in-service training folk, had for their purpose the improvement of the teacher's instructional procedures. They stressed such activities as classroom visitation, individual conferences, teacher inter-visitation, group meetings, workshops, and courses in the field of education. Their philosophy was built upon the assumption "that as the abilities of teachers to instruct are improved, they will result in favorable pupil growth."²

Likewise, according to this concept, special emphasis frequently is placed upon showing teachers how to conduct their classroom work. Supervisors endeavor to become adept in this capacity by means of specialized training, experience, and contacts with a wide variety of teaching resources.

The concept of group three was the outgrowth of the scientific movement in education and was characterized by applying measurement to instructional activity, gathering objective data, and evaluation. It stressed research and experimentation and the use of standardized tests. In this concept the emphasis on improvement in instruction tended to shift from the pupil to the teacher.

In a large measure, this pattern is looked upon as a fact-finding process whereby one is enabled to administer tests and analyze results in numerical form. The findings suggest the authority of fact rather than the opinion of a supervisory officer. Individuals who hold this concept, point out, moreover; that it is significant to recognize the value of tests, insofar as they are used as means to goals and not in themselves determining goals of instruction.³

¹Loc. cit.

²Loc. cit.

³Loc. cit.

From his review of literature the writer believed that all three of the concepts outlined above are generally accepted as being essential to an adequate supervisory program. Cooperatively arriving at goals, cooperatively isolating problems of instruction, in-service training, scientific testing and evaluation were frequently mentioned as an necessary part of a good supervisory program.

Other writers postulated other means of implementing the program of supervision. One of these, and doubtless one of the most important, was for the supervisor with the assistance of his staff, students, and community to establish goals in education for his particular school. These goals were to be determined by the needs, social standards, philosophy, and resources of the community and were to be of a dual nature, i.e., some of them were to be goals that could be immediately met while others would not be realized until sometime later.

As a point of departure in the matter of establishing goals, those of a general nature already accepted could be suggested such as the Seven Cardinal Principles or the Ten Imperative Needs of Youth. With these as his guide and with an understanding of the needs of his school and the community, the principal with his co-workers, could develop a program suited to the particular situation in which he found himself.

That the matter of establishing goals was important from both the standpoint of evaluation and good instruction is made plain in the following quotation from Burton:

The value of supervision cannot be determined well, if at all, unless a plan is set up in advance sufficiently definite so that the results of its operation can be measured . . . A good deal of in-

effectual supervision exists because supervisors have failed to make definite plans.¹

A caution was advanced in the matter of goals to the effect that once they have been established they should not be regarded as fixed or final. On the contrary they were thought of as blueprints to serve as guides in building a program which must change as conditions dictate. "A good supervisory program promotes an increasing emphasis upon the relationship of the school to a changing society."²

A second method of implementing the supervisory program was by means of curriculum revision. As Kelley pointed out:

It is the duty of the principal to continuously re-examine the curriculum" . . . "No program is good for all time."³

He must ask himself, and others, every day, why he does what he does . . . If each item in the curriculum can be said to contribute to the good life of the particular children of that school, if the children can use it in their growth process, then it is doubtless a sound procedure for today, not necessarily for tomorrow.³

Besides keeping the curriculum alive, there were two other benefits that accrued to the school as a result of constant re-evaluation: (1) The staff felt that the program was theirs because they had helped plan it, and (2) better instruction was assured the students.

A third method of implementation of the supervisory program had to do with the principal's furnishing the materials of instruction. Not only was it his duty to lead out in establishing goals and curriculum revision, but also it was his duty to see that the materials were at hand to implement them and make them operative. He was not to be like Pharaoh of Egypt who demanded

¹Wells, op. cit., p. 34.

²Dickey, loc. cit.

³Kelley, op. cit., p. 28.

of his servants, the Israelites, that they make more bricks and then withheld the straw used in their production. Rather "he will realize that the exhortation of teachers to a high level of teaching puts an additional responsibility on him to provide needed instructional materials in sufficient quantities and at the times they are needed."¹

A fourth consideration in improving the instructional program had to do with teacher selection. Since it was considered true that the most important person in the educative process was the individual teacher who ultimately determined the quality of instruction received by the students, the importance of selecting competent classroom personnel could hardly have been over emphasized. In fact, one writer stated that the selection of teachers was "one of the most important as well as most difficult tasks facing the administrator."² The fact that he did the choosing meant, to a degree at least, that if he found on his staff men and women of inadequate endowment and lacking in character the fault was his.

A rather helpful list of criteria for selecting teachers was given by Vernon G. Hayes.³ An adaptation of it follows:

1. What is the teacher's training record--in what fields does she have special training?
2. Is she courteous--does she have that inborn courtesy that will remain on the job 24 hours per day?

¹Bozarth, loc. cit.

²"The Work of the Principal", loc. cit.

³Hayes, Vernon G., "Time to Select a New Teacher?", The American School Board Journal, February, 1940, 100: 48-49.

3. Is she the kind of person that fellow teachers can trust to be considerate?

4. Does she know what is going on in the world? Does she understand the social problems? Has she faith in boys and girls?

5. Does she understand psychology so that she can make allowances for and help boys and girls who are laboring under adverse home conditions?

6. Has she a vital, absorbing, interest in the product of the school, boys and girls?

The fifth method by which the principal implemented the supervisory program had to do with the supervisor-teacher relationship with respect to problem solving. As the educational leader of the school and as the "counselor to the staff"¹ it was his responsibility to understand the nature and identity of the problems faced by the teachers and to assist them in arriving at a logical and satisfactory solution to them. By this it was not meant to imply that he would have all of the answers to all of the questions, but it did mean that he would work cooperatively with the staff in seeking the solution. In this phase of his work the principal became a resource expert whose responsibility it was to bring his staff the kind of help needed when it was needed. "Teachers will know some of the resources; but it's the business of the principal to see that they receive every bit of help that is available to them. . . He needs to know more than anyone about resources."²

When a supervisor approaches his job with the attitude that the problems of his teachers are also his, the school day becomes a busy

¹"The Work of the Principal", op. cit., p. 60.

²Prudence Bostwick, "Supervision as it Functions in the Instructional Program", Educational Leadership, April, 1948, 5: 415-416.

and happy one. Teachers are quick to appreciate sincere and conscientious supervisory assistance. . . .¹

The sixth method employed by the principal in his role of supervisor was to build staff morale. The following quotations provided a good basis upon which morale was built.

How effectively and efficiently teachers function in a school system depends upon the policies and conditions under which they work. All policies of the school affect the teachers in some way or another . . . A happy and inspired teacher most frequently is that way as a result of good personnel relations.²

The biggest morale builder in a faculty that I know is the condition that is created . . . when teachers begin to think and act in the knowledge that the principal will make an honest effort to carry out their decisions.³

The principal striving to attain and keep good teacher morale will be fair, kind, and sympathetic. He will be slow to criticize, but quick to praise when praise is due. He will give evidence that his decisions are based on criteria rooted in high principles and lofty ideals. Distribution of teaching loads and extra duties will be equitable. Unavoidable inequalities of work will be frankly and honestly explained.⁴

Rules and regulations, their number and kind, need to be reviewed by the principal. He must be specific in regard to these. A small number of well defined, properly proclaimed, general policies will always please better, and be followed to a greater degree, than a large number of detailed rules.⁵

Definite and complete assignment of duties helps keep morale at a high level. Teachers like to know just what is expected of them. The principal must not leave some duties or parts of jobs unassigned. To do so will engender uncertainty and uncertainty in a group has negative effects.⁶

¹Flinker, loc. cit.

²Grioder and Rosentengel, loc. cit.

³Veronica E. Casey, "Supervision as it Functions in the Instructional Program", Educational Leadership, April, 1948, 5: 419.

⁴Bosarth, loc. cit.

⁵Loc. cit.

⁶Loc. cit.

When the entire faculty works together in . . . planning the school program, the benefits derived are limitless. In fact, 'the principal succeeds with his program to the extent that he establishes esprit de corps among his staff. He knows that teamwork and coordinated effort pay off'.¹

Another moral building consideration was helping "the teacher to be creative in her own right."²

Then, there was the matter of the teacher's feeling that she belonged and was important to the program as well as the absence of administrative pressure. "One of the greatest sources of frustration to members of the teaching staff is a feeling that there are administrative pressures which prevent them from being free in the classroom."³ And it was noted in passing that frustration and high morale were not congruent terms.

No discussion of methods of implementing supervisory practices was complete without mentioning the seventh consideration--namely; the principal's relations with the students. It was the principal's duty to establish friendly relations with the students, to know them personally, to appraise their problems, to help them eliminate such habits as wasting time, to help them develop acceptable study habits, to help them to understand their responsibilities to the home and school, and to let them know the opportunities that the school had to offer to them. Since the welfare of the child was inseparably bound up with all the factors with which he came into contact it was important that the principal be sensitive to the welfare of each individual child. This last consideration was best carried out through the guidance

¹"The Work of the Principal", op. cit., p. 59.

²Kelley, op. cit., p. 27.

³"The Work of the Principal", op. cit., p. 58.

program which provided information for the student, information about the student, guidance, placement, and follow-up.¹

In addition to the foregoing methods the following is a list of devices suggested by various writers² in the literature reviewed by the writer.

1. Group planning.
2. Purposeful staff meetings.
3. Work shops.
4. Demonstrations followed by a conference.
5. Case conferences.
6. Directed inter-visitation and conferences.
7. Teacher excursions and field trips.
8. Committee responsibilities.
9. Experimentation and research.
10. Bulletins and handbooks.
11. Summer study.
12. Travel.
13. Pre-term work conferences with follow-up.
14. Professional meetings.
15. Professional reading.
16. Curriculum revision program.
17. Demonstration classes.
18. Self-evaluation studies by individuals and the school.
19. Surveys.

¹H. Leigh Baker, Lecture to class in Introduction to Guidance.

²This list was taken from various writers and no attempt was made to list the authority for each.

20. Extension classes.
21. Classroom visitation.
22. Curriculum laboratories.

According to Wells "The first step in organizing an effective supervisory program of supervision is that of getting a clear picture of conditions¹ as they are.

He then went on to enumerate what areas might claim the attention of the supervisor. They were:

The status of pupils, teachers, the curricular offerings, the professional growth of the faculty, the social and economic background of the community, the analysis of school records, industrial conditions, the policies of the board of education, student activities, and so on .
 . . .²

Areas of Concern for Supervisors

The fourth question to which this section was directed was: What are the areas to which the supervisor directed his attention in the supervisory program. From that which was already said, the answer is obvious--everything that went on in the school from which definite results were expected. The students, teachers, environment, facilities, community, and the curriculum were all subjects for his consideration. Elicker and Pinkstrom gave the following list of activities which claim the attention of the principal:

(1) general leadership tasks and functions; (2) relations with the community and its people; (3) responsibilities for the school program; (4) relations with the pupils; (5) responsibilities for the operational aspects of the school.³

¹Wells, loc. cit.

²Ibid.

³Elicker and Pinkstrom, op. cit., p. 62.

THE KIND OF SUPERVISORS AND SUPERVISION
TEACHERS SAID THEY WANTED

The two questions to which the writer next addressed himself were:

(1) what kind of supervisors did teachers say that they wanted, and (2) what kind of supervision was most acceptable to them? It was his purpose at this time to answer these two questions.

In presenting the following material the writer was aware that occasionally there was some repetition of that which was already stated elsewhere. However, he could not delete any of the statements made by the teachers and still present a complete outline of what they said they wanted. Thus they are included here.

The Supervisor

What kind of supervisors did teachers say they wanted? Sybbie Cough in an article entitled, "Complaints of a Much Supervised Teacher", Educational Leadership, December 1948, 6: 154-158; George C. Kyte in an article entitled, "This is the Kind of Supervision That Teachers Welcome and Appreciate", The Nation's Schools, July 1951, 48: 33-34; Vernon L. Replogle writing on the topic, "What Help do Teachers Want?", Educational Leadership, April 1950, 67: 445-448; and Roy H. Simpson, writing on the subject of "Teachers Offer Suggestions to Principals", Educational Administration and Supervision, December 1944, 30: 560-565, listed the following suggestions as to the kind of supervisors teachers most desired:

They said that they wanted a supervisor:

1. Who had faith in his teachers.

A. Who believed that his teachers were sincere in purpose.

- B. Who believed that his teachers could meet their share of responsibility in planning the program.
 - C. Who believed that his teachers desired professional improvement.
 - D. Who believed that his teachers could do an increasingly better job.
2. Who encouraged his staff to share in the program by expressing themselves freely; then, gave due consideration to their ideas once they were stated.
 3. Who was professional enough to give assistance to his teachers by suggesting methods of instruction.
 4. Who was alert to the activities and achievements of his staff in order that he could give due recognition to them for their attainments.
 5. Who understood that he could build better, stronger, and more capable teachers by minimizing their weaknesses and magnifying their strengths.
 6. Who was both tactful and considerate in his dealings with his staff and students.
 7. Who possessed a sympathetic understanding of the work of the teacher.
 8. Who possessed the following attributes: patient, frank, sincere, dependable, enthusiastic, tolerant, and courageous--courageous enough to hold up for his own convictions, tolerant of the ideas of others.
 9. Who possessed both a sense of humor and a sense of control.
 10. Who was ethical--who could be gone to with confidence.
 11. Who was both democratic and cooperative in setting up specific goals of attainment with his staff.

12. Who was aware of the importance of the individual as such and showed respect for his abilities.
13. Who understood the age group with which he worked and was alert to their needs.
14. Who possessed high standards--whose aspirational level was sky borne but who was sufficiently earth bound to permit him a degree of happiness to begin working on the level of his staff wherever that was.
15. Who was an educational leader, himself a student, and made plans for continual growth of himself and his staff professionally speaking.
16. Who understood and was sympathetic to the problems of his teachers and helped them to understand the changes that they should make.
17. Who was a "thoughtful helper".
18. Who knew what he wanted and could express it so that others knew also.
19. Who knew what was expected of him in his job.
20. Who was a respecter of human personality and concerned with people rather than things.
21. Who was qualified for his job because he had a genuine liking both for children and teachers.
22. Who placed final emphasis upon student behavior rather than upon teacher performance.
23. Who gave high priority to the leadership abilities of others.
24. Who could take suggestions as well as give them.
25. Who could exert the kind of leadership that afforded him the ability to weld his faculty into a productive working unit.

26. Who gave his teachers credit for having the ability to do intelligent thinking.
27. Who was able to assist in solving the problems of the teachers rather than giving them the answers.
28. Who was neither shackled or coerced by a one tracked method, but who realized that "many roads lead to Rome."
29. Who was able to make teachers feel secure and wanted.
30. Who was able to converse on the level of his teachers and to express ideas so they could be understood.
31. Who considered his teachers as colleagues who were able to do creditable thinking and who recognized their ideas as worthwhile.
32. Who was a "human being" with all that that implied.

In addition to the above list of criteria presented by teachers relative to their ideal supervisor, James Binney in an article entitled, "What I Have Heard Teachers Say About Supervisors", listed three dangers that teachers wish supervisors to avoid and he then gave a statement portraying the teachers' ideal supervisor.

Danger number one--an attitude of possession--or letting one's halo get too close to his heart.

The supervisor . . . is in a position of command, and it takes balance and wisdom to avoid having one's personality warped and his sense of proportion submerged. When one starts to talk or write in this manner--"My teachers--I have difficulty in persuading my teachers to follow this suggestion--I have solved my problem.--In my school' . . . the danger signals are flying."¹

Danger number two--dictation of methods by the supervisor.

The supervisor has the right to expect that teachers shall be able to teach, and has the right to insist or demand that they do teach to

¹Binney, op. cit., p. 192.

the best of their ability. But few good supervisors believe that they can tell teachers exactly how to teach, and few fair-minded teachers expect a busy administrator to provide detailed guidance. A wise supervisor will realize that his own pet methods of procedure, while excellent for him, are not the only ones possible.¹

Danger number three—snap judgments.

The third danger was that the supervisor, especially if he can not visit the classroom too frequently, will make snap judgments about the work of the teacher. His judgment of the teacher may not coincide with that of the teacher's co-workers.

The teachers ideal supervisor:

He should have the usual ideal personality traits expected of teachers; he should be a leader in his school and community; he should be a large minded man, without prejudice, and incapable of holding grudges; he should have a good over-all view of every subject taught in the school; he should be learned in educational psychology, history, philosophy and methods; he should be familiar with the latest educational research and writings . . . He should be able to talk intelligently about books, music, and the arts.²

The above, of course, was the teachers' ideal supervisor, who, of course, never really existed. But they did go on to summarize the characteristics which the best supervisors they had known had had in common. They said that all of them believed in and practiced democracy, and all of them were human beings and had human being's inevitable faults. All of them wanted to teach and to supervise. All of them had ideals which to other people seemed ridiculous, but all of them had studied human nature thoroughly enough to be able to live with the ridiculous ideas of others. But most praiseworthy of all, perhaps, was the fact that none of these successful less than perfect supervisors ever in the most optimistic moments ever expected to

¹Loc. cit.

²Ibid., p. 193.

employ that impossible and rather depressed paragon--the ideal teacher. Moreover, he never even mentioned her in teacher's meeting.

The Program

The second question to which an answer was sought in this section had to do with the kind of supervisory program that the teachers said they wanted. It should be observed that the act of supervision was inseparably associated with a person, the supervisor, and that some of the suggestions already presented relative to what the teachers desired most in him were repeated in outlining their ideal program.

The importance of the supervisor's understanding the teacher's point of view and following practices that were psychologically sound was indicated in a statement made by Sumo Cough in an article entitled "Complaints of a Much Supervised Teacher". She said:

After teaching under an autocratic system a number of years one becomes rather skeptical and cynical. There is a scar tissue built up that can't be removed immediately. It takes real sincerity and effort on the part of the supervisor to convince the teacher that her ideas may make a valuable contribution to the educational program . . .

If the United States ever needs a Gestapo, I could recommend a few supervisors I've known. They peep around doors, they get their information via the grapevine. But the ones who irritate me most are those who creep into your room, sit in the back and write for an hour, then sneak out.¹

Miss Cough then told what she did like in a supervisory program, which, in essence was mutual respect and understanding--or just plain democracy. When the supervisor visited her room, for example, she wanted to know the purpose of the visit, what the supervisor was writing, and the plans he had for the observations that he was recording.

¹Cough, op. cit., p. 155-157.

Other suggestions from teachers relative to the kind of program that they preferred were:

1. They wanted a supervisory program that was focused upon the needs of the pupils in the school in which they were teaching. "It has long been an accepted . . . principal that to bring about behavior change in pupils one must begin with their problems, concerns, and tensions--and nowhere else."¹ It was their wish, therefore, that the supervisory program assist in isolating and identifying problems and finding solutions to them.

2. They wanted a supervisory program that allowed a variety of methods. Simpson in an article entitled, "Teachers Offer Suggestions to Principals" listed as a suggestion

Emphasize with the teachers the need of having a wide variety of method and approach. A method that is excellent in one situation may be very poor in another situation.²

3. They wanted a program that was cooperatively planned, mutually executed, and flavored throughout with democratic principles. Cough observed that she would be happy "when planning ceases to be a top secret device among supervisors."³ Simpson quoted teachers as saying that they wanted a program in which the following considerations were made

Never tell a teacher he has to teach by a certain method.

Do not announce in faculty meeting: We are going to (do thus and so).

Do not make hard and fast plans without giving weight to the ideas of those who will be concerned in carrying them out--the teachers and learners. . .

Do not tell teachers what to do but ask them to help you make plans to meet the . . . needs of your school.

Avoid being a dictator.

¹Replogle, loc. cit., p. 445.

²Simpson, op. cit., p. 562.

³Cough, op. cit., p. 155.

Confer with and respect the opinions of your faculty.

Let the program be an outgrowth of combined effort and work not just your idea of a program which you forced upon the school.

Lead your faculty to set up a series of professional meetings dealing with the problems.

Depend upon your skilled teachers to lead in faculty meetings.

In supervisory work ask questions, questions, questions, and don't pretend to know all of the answers.¹

4. Teachers wanted a supervisory program that would "foster creative-ness"²--to help devise the methods, devices, and techniques to be used in the instructional program rather than having it handed down by some higher power.

5. Teachers wanted a program of supervision that provided an equitable system of evaluation. They believed that the following considerations should be made.

Do not give tests to the whole school without any well-thought-out idea of how the probable results of the tests will be used to change and improve the work of the school.

Emphasize the need for continuous evaluation rather than infrequent checking.

Learn to evaluate yourself . . . the work of the pupils.

Sponsor the idea that evaluations are for the purpose of improving the program rather than criticism of anyone.

Promote the idea among teachers of having the pupils evaluate themselves.

Attempt to check specifically on the relative advantages and disadvantages of new and old methods being tried out in your school. Use objective tests as much as possible.

Help teachers to set up a method for making continuous evaluation. .

Remember the acid test . . . is; Has the quality of living in the community been improved?³

6. Teachers wanted a supervisory program that would help them use the principals of group dynamics. By this was meant that they would like to know how to change the morale and behavior of groups and thus make class groups more productive.

¹Simpson, op. cit., p. 561-562.

²Cough, op. cit., p. 153.

³Simpson, op. cit., p. 565.

7. Teachers wanted a supervisory program that would assist them in locating and utilizing the resources of the community.

8. Teachers wanted a supervisory program that would help them to adequately meet the challenge of individual differences in crowded classrooms--to meet the widely disparate interests and abilities in the same class group as well as physically handicapped.

9. Teachers wanted a supervisory program that would assist them in meeting the needs of the emotionally maladjusted student and would help them to provide experiences that would render them more emotionally secure.

10. Teachers wanted a supervisory program that assisted them in self appraisal of their own teaching competencies. They wanted to know what made good teachers, what their personal assets were, and what were their liabilities.

11. Teachers wanted a program that gave assistance in locating materials, using equipment, orienting teachers in the use of visual aids, and suggested new techniques to be used.

During the summer of 1946 P. M. Bail with the assistance of his students interviewed 460 persons in an endeavor to get answers to the following questions:

1. What type of supervision do teachers desire?
2. What type of supervision do teachers receive?

His findings were as follows:

Type of Supervision Received

	Frequency of mention	per cent
Regular inspection only	185	40.2
Very little	137	29.2
No supervision	118	25.7
Democratic, helpful supervision	20	4.3

Type of Supervision Desired

	Frequency of mention	per cent
Constructive criticism	259	66.3
Recommend new techniques and methods	120	26.1
Demonstration teaching	115	25
Recommend materials and equipment	107	23.3
Recommend professional books and articles	60	13
Assisting with special problems	36	7.8
Assisting with classroom control	35	7.6
Inspectional supervision	32	6.9
Interview following visitation	31	6.7
Cooperative supervision	27	5.8
Encouragement	26	5.7
Democratic supervision	22	4.7
Sympathetic supervision	19	4.1
No supervision	18	3.9
Complementary comment of visitation	17	3.6
Assistance with individual instruction	16	3.5
Tactful supervision	14	3.1
Supervision on request	13	2.8
Sincere supervision	12	2.6
Assistance in formulating course objectives	11	2.4
Assistance in coordination of subject matter	11	2.4
Friendly supervision	11	2.4
Silent supervision during class visitation	10	2.1
Frank supervision	6	1.3
Fair supervision	6	1.3
Assistance in securing satisfactory pupil responses	4	1.1
Leadership	3	.07
Modern viewpoint by supervisors	3	.07
Assistance in interpreting school records	3	.07
Assistance in developing proper study habits in the pupils	2	.04
Assistance in developing time saving devices	2	.04
Pleasant personal appearance	1	.02

It was interesting to note that "only 20 (4.3%) of the interviewers replied that teachers are receiving the type of supervision which they desire."¹

It was also enlightening to notice that most frequently teachers wanted

¹P. N. Bail, "Do Teachers Receive the Kind of Supervision They Desire?", The Journal of Educational Research, May 1947, 40: 715.

help with those considerations that would make them more efficient in the classroom and thus provide a better quality of instruction. The two types of questions that they wanted answered most were: How am I doing? and How can I do better? The five types of supervision desired by far the most were:

Constructive criticism.

Recommendation of new techniques and methods.

Demonstration teaching.

Recommendation of materials and equipment.

Recommendation of professional books and articles.

Wells reported on a survey conducted by Kyte from which a similar list of types of supervisory considerations was suggested by a group of teachers. They said that they wanted

More demonstration of good teaching.

Definite policies in routine matters.

Definite constructive criticism.

More help in improving instruction.

More visitation and study of classrooms.

Testing the work of pupils.

More contact with children's activities.¹

Thus it became apparent that these teachers also desired most of all those supervisory activities that would make them most competent.

OVERVIEW

After reading and analysing that which was read the following were presented as being the concepts of supervision as they were presented by the

¹Wells, loc. cit.

various writers on the subject:

The Program

1. Supervision was a cooperative educational service which had for its purpose better instruction for students and which embraced the entire program of the school. Supervision sought to sensitize the entire staff as to the aims and objectives of the total school program by cooperatively working out goals, plans, and procedures, or when problems arose cooperatively isolating and finding a solution to them.
2. Supervision was concerned with the individual teacher and took the position that it was through her that instruction would be improved. It took into account all of the factors that influenced her and was sensitive to her needs, emotionally, socially, physically, intellectually, and professionally. It began where the teacher was and developed plans to meet the situations as they were found to be. It respected the personality of the teacher, regarded her as important, and took the view each had her contribution to make to the total program. Supervision sought to develop the leadership abilities of each teacher as they were discovered to be and to provide opportunity for each to express herself creatively.
3. Supervision accomplished most when it was carried out democratically. This meant that the emphasis would be upon such considerations as guidance, training, coordination, group participation, and service rather than upon such functions as rating, imposition, or inspection.
4. Supervision at its best gave more help in general understandings and methods than it did in content.
5. Supervision was best evaluated on the basis of pupil behavior.
6. Supervisor concepts were implemented by establishing goals in edu-

cation, studying and, if necessary, revising the curriculum, supplying the materials necessary to carry out the program, selecting competent teachers, finding the resources needed to meet the demands as they arise, building staff morale, establishing proper relations with the students, and carrying out an in-service program via numerous devices.

The Ideal Supervisor

1. The ideal supervisor was an alert, progressive educational leader, who because of his experience, training, and ability, was chosen as the educational counselor of his staff. He was cooperative with the staff and students as well as with the community and took them into counsel in developing the educational program for the community, isolating the problems in his particular school, establishing goals of education, or working out ways of solving the problems or attaining the goals.

2. The ideal supervisor always respected the wishes of his staff once decisions were cooperatively arrived at.

3. The ideal supervisor knew the program of the school and spent much time endeavoring to improve it. His aims were focused upon the needs of the students with which he worked and based upon his understanding of the child's total needs.

4. The supervisor was a resource leader who also provided the materials to implement the program of the school.

5. The supervisor, ideally, was an expert in human relations and maintained high staff morale by making an honest effort to carry out the wishes of the staff once they were expressed and notifying them as to why when he failed to do so; being fair, kind, sympathetic, slow to criticize and ready to praise when praise was due; making decisions that were based

upon solid principles; being fair in the distribution of loads and duties; keeping rules and regulations to a minimum; being specific in assignments so that teachers were advised of his wishes; making the members of the staff know their importance to the program, avoiding administrative pressure, and avoiding, insofar as possible, uncertainties in the program.

6. The ideal supervisor was ethical and kept in trust the confidence of his teachers.

7. The ideal supervisor built a constantly better staff by way of training and selection.

The Ideal Supervisory Program

1. The ideal supervisory program was cooperatively and democratically executed with full and equal participation by both the supervisor and the staff.

2. The ideal supervisory program was focused upon the needs of both the students and the teachers.

3. The ideal supervisory program allowed the teachers freedom of action in selecting the methods, devices, and techniques of instruction.

4. The ideal supervisory program provided for a scientific and continuous program of evaluation.

5. The ideal supervisory program consisted of a large variety of methods.

6. The ideal supervisory program provided for the needs of the atypical group.

7. The ideal supervisory program was based on the concept that one of its major functions was to promote professional growth of both the supervisor and the staff.

8. The ideal supervisory program provided for self-appraisal for the members of the staff.
9. The ideal supervisory program provided for a program of constructive criticism.
10. The ideal supervisory program recommended new materials and equipment and directed the teacher to the resources of the community.

Conclusion

Supervision was found to be an absolute essential to an adequate program in all high schools regardless of size if an adequate program of instruction was to be provided for the students in terms of their total needs. The purpose of the service was to provide better opportunities for the students brought about by a better organized, more unified, and better implemented program conducted by more progressive and eminently better prepared teachers. In small high schools, such as Enterprise Academy, the person responsible for the services was found to be the principal. A caution was advanced that the principal avoid a common danger of over balancing his program by giving more attention to the mechanical functions of the school to the neglect of its real purpose--better instruction.

A PROGRAM OF SUPERVISION FOR ENTERPRISE ACADEMY

Evaluation of the Present Program

In order that he might better appraise the present supervisory practices at Enterprise Academy with the view of devising a more adequate pro-

gram to meet the needs of the school, the writer devised a check list¹ of supervisory practices and concepts based upon the considerations presented in the literature reviewed for this paper as being those that must be taken into account in establishing and maintaining an adequate supervisory program.

Recommendations

After appraising the program of supervision at Enterprise Academy the writer sets forth the following recommendations:

1. Goals in education should be established. Although there had been some discussion at various times given to the purposes of the program there had been no concerted goals arrived at by the staff and students as a whole. It was understandable that better instruction would ensue if a specific program were arrived at.

2. More group activity should be planned. As was suggested in the paragraph above, there was a lack of group planning and action which resulted in compartmentalization and a lack of unification in the entire school program.

3. A program of curriculum evaluation should be planned. The curriculum at Enterprise Academy had remained rather static. The writer believed that a program of curricular evaluation would benefit the students with better educational opportunities from the standpoint of course offerings as well as bringing to the attention of the staff the thinking back of the school program.

4. A plan for evaluating the work of the student should be devised.

¹Appendix.

5. The school should establish a philosophy of education. This would benefit the staff in that it would provide a basis for developing methods in keeping with the best in educational thought.

6. More attention should be given to those services directed toward helping students become more competent in and better adjusted to their school life. By this was meant that more attention should be given to orientation for the new students, remedial opportunities for those in need of them, and certain guidance functions--especially placement and follow up.

7. The program of in-service training needs to be broadened and strengthened. Some of the areas needing attention were: (1) staff meetings which were more purposeful and less inclined to discipling sessions, (2) arranging committee duties for certain staff members, (3) encouragement of more professional reading and supplying the materials to be read, (4) encouraging the attending of professional meetings, (5) providing opportunities for interschool as well as intraschool visitation, (6) spending some time on case conferences, and (7) providing a hand book.

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APPENDIX

A Check Sheet

In order that he might better appraise the present supervisory practices at Enterprise Academy with the view of devising a more adequate program to meet the needs of the school, the writer devised the following check list. In order to rate his school he placed a

One (1) in the blank before the statement if it rated high.
 Two (2) in the blank before the statement if it rated average.
 Three (3) in the blank before the statement if it rated low.
 Four (4) in the blank before the statement if it rated zero.

1. Does the present program of supervision provide for goals
 - 1-1. relating to the total school program?
 - 2-1. relating to individual class activities?
 - 3-1. relating to individual students as determined scientifically?

2. Are the goals of education based upon the philosophy that the total student comes to school and do they make provisions for his
 - 1-2. Emotional needs?
 - 2-2. Social needs?
 - 3-2. Intellectual needs?
 - 4-2. Physical needs?

3. Which of the following persons or groups of persons helped in establishing the goals for the total school program
 - 1-3. Teachers?
 - 2-3. Principal?
 - 3-3. Students?
 - 4-3. Community?

4. Which of the following persons or groups of persons helped in establishing individual class goals
 - 1-4. Teacher?
 - 2-4. Students?
 - 3-4. Principal?
 - 4-4. Community?

5. Which of the following persons or groups of persons helped in establishing individual, personal goals
 - 1-5. Teacher?
 - 2-5. Student?
 - 3-5. Principal?
 - 4-5. Guidance director?

6. Which of the following have been done to implement the goals
- 1-6. A study of methods been made?
 - 2-6. Materials and apparatus been provided?
 - 3-6. Entire staff been sensitized to the purposes of the program?
 - 4-6. Evaluation techniques been devised?
7. Which of the following persons or groups of persons assisted in developing the methods to be used
- 1-7. Teachers?
 - 2-7. Students?
 - 3-7. Principal?
8. What is the principal-teacher relationship with reference to methods of instruction in general
- 1-8. The principal pays no attention to the methods used?
 - 2-8. The principal assists the teacher in discovering new methods then lets her choose her own?
 - 3-8. The principal dictates the methods to be used?
9. Does the present program of supervision determine the needs, interests, and aptitudes of the students; and does it determine their achievements by means of an approved testing program
- 1-9. Aptitude? List test(s) _____
 - 2-9. Achievement? List test(s) _____
 - 3-9. Interest? List test(s) _____
 - 4-9. Adjustment? List test(s) _____
 - 5-9. Mental ability? List test(s) _____
10. Has the supervisory program provided for an organized system of curriculum evaluation? If so list the methods used.
- 1-10. _____
 - 2-10. _____
 - 3-10. _____
 - 4-10. _____
11. Which of the following persons or groups of persons assisted in the program of curriculum evaluation and revision
- 1-11. Teachers?
 - 2-11. Present students?
 - 3-11. Former students?
 - 4-11. Principal?
 - 5-11. Community?
 - 6-11. _____?
12. Which of the following functions or considerations does the principal use to build and maintain staff morale
- 1-12. Shows a genuine interest in the welfare of each individual teacher?
 - 2-12. Helps the members of his staff solve their problems whether personal or professional?
 - 3-12. Is fair in his distribution of duties?
 - 4-12. Keeps all criticism on a constructive level?
 - 5-12. Leaves duties unassigned?

- 6-12. Holds rules and regulations to a minimum?
 7-12. Gives praise when due?
 8-12. Gives credit when deserving?
 9-12. Takes the position that all teachers are important to the program and makes them aware of his attitude?
 10-12. Makes an honest effort to carry out the wishes of the staff?
 11-12. Explains reasons for any departure from the program or staff decisions?
 12-12. Is ethical?
 13-12. Allowing each teacher a part in planning the program?
13. Which of the following in-service training devices have been used
- 1-13. Regularly held staff meetings?
 2-13. Summer school attendance?
 3-13. Professional reading?
 4-13. Curriculum revision studies?
 5-13. Committee duties?
 6-13. Professional meeting attendance?
 7-13. Intra-school visitation?
 8-13. Inter-school visitation?
 9-13. Bulletin(s)?
 10-13. Handbook?
 11-13. Post-term conference with staff?
 12-13. Pre-term conference with staff?
 13-13. Group planning?
 14-13. Extension courses?
 15-13. Work shops?
 16-13. Field trips?
 17-13. Case conferences?
 18-13. Experimentation or research?
 19-13. Self-evaluation studies?
 20-13. Surveys?
14. Which of the following are characteristic of the supervisory functions as they are now carried on?
- 1-14. Class visitation for the purpose of rating the teacher?
 2-14. Class visitation for the purpose of solving specific and previously discussed problems?
 3-14. Telling the teachers what to teach and when?
 4-14. Helping the teachers in general understandings?
 5-14. Helping in content of subject matter?
 6-14. Group planning?
 7-14. Teachers a part of the program--"we" attitude?
 8-14. Activities provided for continual staff growth?
 9-14. Ultimate aim better opportunities for students via better trained, more alert, happier teachers?
 10-14. Coordination?
15. Which of the following describe the supervisory functions with reference to the students
- 1-15. Supervisor knows the students personally?
 2-15. Orientation services provided?
 3-15. Remedial services provided?
 4-15. Guidance services provided?

16. Which of the following general characteristics are true of the program as it now functions?
- 1-16. Teachers come voluntarily to the principal for help in solving their problems?
 - 2-16. Teachers voluntarily suggesting ways to improve the program of the school?
 - 3-16. Final emphasis upon methods more than student behavior?
 - 4-16. Final emphasis upon behavior rather than methods?

A STUDY OF SUPERVISORY PRACTICES IN SMALL HIGH SCHOOLS
WITH THE VIEW OF DEVELOPING A MORE ADEQUATE
PROGRAM FOR ENTERPRISE ACADEMY

by

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Purposes

1. To trace briefly and present the history of supervisory thought and practice.
2. To discover what was the underlying philosophy upon which to build an adequate program of supervision.
3. To discover the personnel, adequacy, and kind of program usually found in small high schools.
4. To discover and present the basic concepts upon which a program is built.
5. To present means of implementing the concepts of an adequate program.
6. To find out what were the most functional methods of supervision in the small high school.
7. To locate the areas of supervisory concern.
8. To listen to what teachers said about the kind of supervisors and supervision that they preferred.
9. To develop an instrument for evaluating the program of supervision at Enterprise Academy.
10. To outline a program of supervision for the improvement of instruction for Enterprise Academy.

Procedures

1. Reviewed the literature bearing on the topic of supervision.
2. Developed an instrument for the evaluation of the supervisory services at Enterprise Academy.
3. Evaluated the program at Enterprise Academy.

Findings

1. Supervision in education differs from supervision in industry due mainly to the level of training of the supervisee in terms of the supervisor.
2. Supervisory practices have changed greatly since 1900 and have passed through three phases; namely: (1) inspection for the purpose of rating, (2) imposition of instruction, (3) democratic cooperation.
3. Supervisory concepts and practices have changed as educational concepts have changed.
4. Supervision is an essential in all high schools as a unifying and coordinating factor if an adequate program is to be assured.
5. The functions of supervision are four-fold; namely, guidance, training, research, and observation.
6. Supervision is focused upon the teacher-learner situation.
7. Supervision, to accomplish its desired ends, must be democratically executed.
8. Democratic supervision is characterized by: (1) less emphasis upon rating and imposed instruction and more emphasis upon leadership, inspiration, coordination, and service, (2) recognizing the worth of the individual, and (3) the supervisor's taking a social attitude of "we".
9. Supervision is directed toward better opportunities for students via the teacher.
10. Good supervision discovers and develops leadership among the members of the staff.
11. Supervisory practices must be subjected to constant evaluation.

12. Supervisory practices must provide that the school program be a cooperative undertaking.
13. Supervisory practices must be directed toward building staff morale.
14. In the small high school the principal has the responsibility for the supervisory functions of the school.
15. The supervisory program in the small high school usually is not adequate.
16. The kind of program is determined by the educational practices of the principal in the small high school.
17. Two basic concepts of supervision were: (1) the supervisor as educational leader must keep alive professionally speaking, and (2) provision must be made for continual teacher growth.
18. Several methods suggested for implementing the program were:
 - (1) cooperatively identifying and solving problems related to teaching and learning, (2) in-service training of teachers, (3) scientific evaluation, (4) cooperatively establishing goals in education, (5) furnishing materials with which to carry out plans, (6) selecting competent teacher personnel, and (7) building staff morale.
19. Supervision took into account the entire school program.
20. Teachers were agreed upon the kind of supervisors that they most desired.
21. The most frequent kinds of supervision asked for by teachers were:
 - (1) constructive criticism, (2) recommendation of new techniques and methods, (3) demonstration teaching, (4) recommendation of materials and equipment, and (5) recommendation of professional books and articles.

22. The services at Enterprise Academy need to be strengthened.
23. Suggestions for providing a better program were: (1) establish a philosophy of education, (2) plan more group activity, (3) plan a program of curriculum evaluation, (4) plan a program to better evaluate the work of the students, (5) enlarge the services to the students such as guidance, and (7) plan a better program of in-service training.

