

A STUDY OF RURAL SCHOOL SUPERVISION
IN CERTAIN KANSAS COUNTIES

by

EMMA MILLER COOK

B. S., Kansas State Agricultural College, 1901

A THESIS

submitted in partial fulfillment of the

requirements for the degree of

MASTER OF SCIENCE

KANSAS STATE AGRICULTURAL COLLEGE

1930

Docu-
ment
LD
2668
74
1930
C61
C.2

TABLE OF CONTENTS

	Page
INTRODUCTION	3
The Purpose of the Survey	3
METHOD	6
QUESTIONNAIRE	7
DISCUSSION	11
School Teacher and School Visitation	11
School Buildings and Grounds	23
Teachers' Meetings	31
Institutes	33
P. T. A. Organizations	35
General Letters and Bulletins	36
Reports	38
Health Supervision	39
City School Supervision	42
Comparisons	44
SUGGESTIONS	48
ACKNOWLEDGMENT	50
REFERENCES	50

INTRODUCTION

The Purpose of the Survey

The purpose of this survey is to determine the amount and kind of supervision given to the rural teachers by the county superintendents, as compared with the amount and kind given to the grade teachers in a city system, and then to show what might be accomplished for education in the rural schools if each county could have at least one rural school supervisor for every thirty or forty teachers. This supervisor should actually know rural conditions by experience, and know the needs of rural schools and teachers.

A supervisor is an expert who has given the art and science of teaching her careful attention. She knows not only how to teach and get results but is able to show and teach others how to teach. She knows where and how to obtain the best material for school use and to instruct the teachers in using the materials to the best advantage.

The chief aim of supervision in the rural schools is to give to the small country districts a better school and an educational opportunity equal to that of the children in our best city schools and to improve the work of the teachers in service, thus saving time and energy for

the children and getting a greater return for the expenditure of public funds. Proper supervision will help the poor teacher to become a good one, and the good teacher to become a better one. As an aid in giving teachers a clearer idea in improving their work, the supervisor should give demonstrations of good craftsmanship by actually teaching any subject in which poor work is being done, or by conducting the school for the teacher for at least a part of a day or several days. She should not only conduct classes but actually take charge of the school and let the teacher be a visitor or an observer who is learning. In this way, the teacher will see the best methods in practice and may be started in the formation of good teaching procedures. If a supervisor could give teaching demonstrations to a whole group of inexperienced teachers, it would result in a great economy of time, effort, and expense. The resulting discussions would be more valuable and the lasting effect of the work increased.

State surveys show there are very few professionally trained rural school supervisors. Most of the supervision of the rural schools is of the non-professional type. The average county superintendent must spend much of her time in issuing circular letters, filling out reports, compiling statistics, answering letters, meeting teachers and patrons in her office, giving advice and assistance in school

problems. Many superintendents do not have any clerical assistance. The best educational results demand skilled supervision. All business enterprises are operated on the principle of expert supervision. In every large industry trained specialists are employed chosen from those especially prepared for such service. So in the field of education, supervisors should be chosen only from those who have been carefully trained for such work. In some cases, the county superintendent is intellectually inferior to many of the teachers over whom she has supervision. Often she has not had the opportunity of education or special training that her teachers have had, but has secured her office by political means, and not thru her professional fitness.

¹The Kansas School Code Commission has made this statement: "The most important school official in Kansas is the county superintendent. Under the supervision of these 105 administrators are found more than one half the school children of the state. These children are widely scattered. They are found in 7,220 one-teacher schools, and in the schools of approximately 600 third class cities and villages. In none of these is there any supervision except the supervision given by the overworked and underpaid county superintendent. The educational interests of the state require that the office of county superintendent be dignified and strengthened. The qualifications for holding this office should be raised and salaries should be increased. Trained assistants should be employed to assist

¹Complete report of the State School Code Commission of Kansas, page 10, Kansas State Printing Plant, Topeka, January 15, 1929.

the county superintendent in the work of supervising the schools that do not now have supervision."

In the city schools, the teachers are usually experienced and each group has a principal or superintendent, and expert supervisors are also often provided. In the rural schools, a large percentage of the teachers are beginners. Because of her multitudinous duties, it is impossible for the county superintendent to give supervision of the same amount and quality as is given in our better city systems.

Those who have made a study of rural school conditions in Kansas consider that the time has arrived when it is proper and fitting that something be done for the rural teacher, the rural pupils, and the county superintendent.

METHOD

The data for this thesis were secured by a personal visit to the offices of the county superintendents of Clay, Dickinson, Geary, Morris, Pottawatomie, Riley, Saline, Shawnee and Wabaunsee counties. Data secured were verified by a comparison of reports from the office of the State Superintendent at Topeka, Kansas. A visit was made to the office of Mrs. R. G. Taylor, grade school supervisor, Manhattan, Kansas.

Five tables of statistical data were made in this survey. In addition to field work, the current literature of supervision was carefully consulted.

The questionnaire which follows was used as a basis for securing data. It was filled out in the offices of the different superintendents from information which they supplied. If suggestions or information were offered, not called for in the questionnaire, they were gladly received.

QUESTIONNAIRE

I. Schools

1. School buildings

- a. Number of one-teacher schools.
- b. Number of two-teacher schools.
- c. Number of rural high schools.
- d. Number of district high schools.
- e. Number of parochial schools.
- f. Number of private schools.

2. Teachers.

- a. Number of teachers in one-teacher schools.
- b. Number of teachers in two-teacher schools.
- c. Number of teachers in rural high schools.
- d. Number of teachers in district high schools.
- e. Number of teachers in parochial schools.

f. Number of teachers in private schools.

3. Pupils

a. Number of pupils in one-teacher schools.

b. Number of pupils in two-teacher schools.

c. Number of pupils in rural high schools.

d. Number of pupils in district high schools.

e. Number of pupils in parochial schools.

f. Number of pupils in private schools.

II. Visits by County Superintendent

1. Number of visits made to each teacher.

2. Length of visits.

3. Nature of supervision.

a. Scoring school and teacher

b. Tests

c. Library

d. Actual teaching

e. Discipline

f. School subjects

III. Teachers' Meetings

1. Number per year.

2. Where held.

3. Kind of meeting.

4. Attendance.

IV. Institutes

1. Kind

2. Length of session.
3. Number of instructors.
4. Attendance.
5. Materials issued by county superintendent.
6. Instructions given.
7. Curriculum construction.

V. Teachers' Visits to County Superintendent

1. Number per week.
2. Nature of assistance required.
 - a. Supplies
 - ¹b. School subjects
 - (1) Spelling
 - (2) Reading
 - (3) Penmanship
 - (4) Arithmetic

3. Library books.
4. Playground equipment.
5. School activities.
6. Parent-teacher associations

VI. General Letters and Bulletins

1. Number issued per year.
 2. Nature of letters and bulletins
-

¹Spelling and arithmetic are of great difficulty because new texts are used.

3. Newspapers.

VII. Reports Demanded

1. First week's report.
2. Monthly reports.
3. Bi-monthly examination reports
4. Annual reports.
5. Objective tests.

VIII. Health Supervision

1. Organization of county health unit.
 - a. Doctor.
 - b. Nurse.
 - c. Secretary.
2. Examinations.
 - a. Preliminary.
 - (1) Hands
 - (2) Skin
 - (3) Mouth
 - (4) Nose
 - (5) Throat
 - b. General.
 - (1) Family health history
 - (2) Contagious disease history
 - (3) Eyes
 - (4) Ears
 - (5) Teeth

- (6) Throat
- (7) Weight
- (8) Report to parents

3. Supervision of schools during epidemics.

- a. Quarantine.
- b. Visits to the school.

DISCUSSION

School Teachers and School Visitation

A great inequality was found in the conditions in the different counties. Chief among these are office equipment and office assistance. The road conditions and mileage are very unequal. The Ceary county superintendent has no office help. She is required to do her school visiting and supervising, receive and file reports, make out reports, answer all correspondence, write and mimeograph circular letters and bulletins, meet teachers and patrons in her office and discuss problems with them,--all this with no assistance of any kind. The Wabaunsee county superintendent has an office assistant for about half of the time. The other counties have a full time assistant who is in the outer office to relieve the superintendent of much extra work in answering correspondence, meeting

people, answering their inquiries, receiving and filing reports, and issuing supplies to the teachers.

The area of the counties surveyed showed a great variation. Geary county, the smallest, has 390 square miles while Dickinson county, the largest, has 838. The median for the nine counties is 696 square miles. The large area to be covered in Dickinson and Pottawatomie counties naturally resulted in a smaller number of visits to each school.

The road conditions are also a factor in the work of supervision. Some counties have many miles of all weather roads. This conditions allows more visitation in Shawnee county than in the others. The superintendent makes at least three visits to every school.

The number of schools for which each superintendent is responsible shows great variation. As shown in Table I, Geary county has 42 schools and Dickinson county has 131. The median is 91.

TABLE I. The Kind and Number of Schools Subject to the Supervision of the County Superintendent by Counties.

County	One-teacher Schools	Two-teacher Schools	High Schools				Total	Area of County in square miles	Population
			Rural	District	Community	1, 2 or 3 year			
Geary	38	3	1				42	390	13,244
Riley	66	12	6			1	85	604	19,719
Wabaunsee	76	16	5	2			89	795	10,710
Saline	70	12	7	1			90	720	25,581
Morris	76	8	6	1			91	696	11,147
Shawnee	72	25	7	1			105	544	76,195
Clay	95	8	3	1	1		108	638	15,107
Pottawatomie	91	14	10	4		1	120	829	15,531
Dickinson	103	19	4	1	1	3	131	838	25,067
Median	76	12	6	1	1	1	91	696	

There is a great difference also in the classes or kinds of schools in the counties. Geary has 38 one-teacher schools, three two-teacher schools and one rural high school. Pottawatomie has 91 one-teacher, fourteen two-teacher schools, ten rural high schools, four district high schools and one two-year high school. Dickinson, the largest county, has 103 one-teacher schools, nineteen two-

teacher schools, four rural high schools, one district high school, one community high school, and three high schools with less than a four-year course. In Table I, the median for one-teacher schools is seventy-six; two teacher schools, twelve; and for rural high schools is six.

TABLE II. Number of Teachers in the Different Schools by Counties.

County	One-teacher Schools	Two-teacher Schools	High Schools				Total
			Rural	District	Community	1, 2 or 3 year	
Geary	38	7	5				50
Riley	66	29	31			2	128
Wataunsee	76	35	25	14			150
Saline	70	31	32	5			138
Morris	76	22	31	2			131
Shawnee	72	69	58	10			209
Clay	95	18	17	3	23		156
Pottawatomie	91	52	46	15		2	206
Dickinson	103	51	22	5	17	3	201
Median	76	31	31	5	20	2	150

Table II shows the distribution of teachers in each county. Geary county has fifty teachers. Dickinson county has 201, and Shawnee county, the most densely populated, has 209. Geary is the only county with less than 100 teachers. The median for all counties is 150 teachers.

TABLE III. Pupil Population in the Different Schools by Counties.

County	One-teacher Schools	Two-teacher Schools	High Schools	Total
Geary	660	112	48	820
Riley	835	753	409	1997
Wabaunsee	931	764	472	2167
Saline	927	551	401	1879
Morris	1053	642	421	2116
Shawnee	1246	2187	900	4333
Clay	1356	437	806	2699
Pottawatomie	1218	1161	835	3214
Dickinson	1459	1805	744	4008
Median	1053	753	472	2167

Table III shows the pupil distribution by one-teacher schools, two-teacher schools and high schools. Geary county has a total of 820 pupils. Dickinson county has a total of 4008, and Shawnee county, 4333. The median number of pupils for the nine counties is 2167. The inequalities

in the number of pupils in the different counties make a great difference in the amount of office work, in recording grades and sending out supplies.

TABLE IV. Number of Hours of Supervision Given by the County Superintendents to Each Teacher.

County	Number of Schools	Number of Teachers	First Visit in Hours	Second Visit Number of Schools	Third Visit Number of Schools	Visitation Hours per Year	Visitation Hours per Teacher
Geary	42	50	5/12	42	23	131.8	2.636
Riley	35	123	2	64		384	3
Wabaunsee	89	150	1½	35		277.5	1.85
Saline	90	138	2	5		286	2.072
Morris	91	131	1½	25		234	1.763
Shawnee	105	209	1½	209	209	940.5	4.498
Clay	108	156	1½	35		292.5	1.875
Pottawatomie	120	206	1	30		236	1.145
Dickinson	131	201	2	35		472	2.342
Median						286	2.072

Table IV shows the school visitation results. The number of schools, the number of teachers, the length of the visits by the county superintendent, the number of

second visits, the number of third visits, the total number of hours per year spent in school visitation, and the total number of hours of visitation for each teacher are included. The longest visit is given as two hours but the usual time is one and one-half hours. The superintendent of Shawnee county visits each school three times. He stops for a short visit every time he passes a school house. Mrs. Ida M. Grammer, Geary county, makes a 25 minute preliminary visit accompanied by the county physician and the nurse. Later she makes a one and one-half hour visit and about one-half of her teachers receive a third visit. In the larger counties, Pottawatomie, Saline and especially in Dickinson, the superintendents plan for one visit of one and one-half or two hours. There are return visits made to the inexperienced teachers, and to others upon their request or by the request of the patrons. Table IV shows the least number of hours spent in school visitation and supervision by any county superintendent in one year to be 131.8 in Geary county. The largest number of hours is 940.5 in Shawnee county. The median is 286 hours per year. Table IV also contains the number of hours the superintendents of the different counties spend with each teacher, or rather the number of hours supervision that each teacher receives. The Pottawatomie county teachers receive 1.145 hours of super-

vision; Wabaunsee, 1.85; Morris, 1.763; Clay, 1.875; Saline, 2.072; Dickinson, 2.342; Geary, 2.636; Riley, 3; and Shawnee, 4.498 hours. The median number of hours of supervision received by the teacher in one year is 2.072.

In addition to the rural schools to be visited and supervised, every county in this survey, except Clay, has parochial or private schools. Pottawatomie county has twenty-one parochial schools with 500 pupils. Dickinson county has six parochial schools with 489 pupils. Shawnee county has one private and eight parochial schools with a combined enrollment of 1299 pupils. These three counties are large in area and have large teacher and pupil populations. In addition to her regular work, the superintendent also has charge of these schools. The supervision is not as close as that given the rural schools. Assistance is given in placing these schools upon the accredited list. County examinations are conducted and contests held for the pupils. The teachers' certificates are registered in the county superintendent's office.

There is so much to be done in the visits of the superintendent that very little time can be given for actual supervision. The most necessary requirement is filling out the state score card. The score card is supplied by the state superintendent. It has fifty-one

23. Names of supplementary readers and number for each grade:

Grade I...

Grade II.

Grade III

Grade IV.

24. List of primary material furnished by board.

26. To receive full credit, maps must be in good condition, up-to-date, and include the following: United States, North America, South

America, Europe, Asia, Africa, Eastern Hemisphere, Western Hemisphere, Kansas. (Underscore maps on hand.)

27. No credit can be given for a reference work that is not on the approved list or has not been on the approved list within the last five years. Good set required for superior school. Name set.....

28. There should be one small dictionary for every five pupils above the third grade. For seventh and eighth-grade pupils we recommend the secondary school type; for fourth, fifth, and sixth grades, common-school dictionaries or similar type. All dictionaries must be from the approved list. Give details.....

29. **Bubbler-fountains, other containers and cups, or pump and cups.** Give full credit to first two when kept sanitary.

33. Certificate held (Life, 60; 3-year State, 50; Normal Training and First Grade County, 40; Second Grade County, 30). Underscore appropriate one.

39. Successful experience: (1 year, 20; 2 or more, 40; 60 hours college may be considered as one year's experience). Underscore appropriate one.

Enrollment by grades: I II III IV V VI VII VIII

SCORE CARD FOR RURAL SCHOOLS

STATE OF KANSAS—DEPARTMENT OF EDUCATION

Figure 1. Score Card for Rural Schools

SCORE CARD FOR RURAL SCHOOLS

GEO. A. ALLEN, JR., *State Superintendent.*ELIZABETH WARNING AND J. H. HOUSTON, *Supervisors.*

School name..... District No..... County.....

Teacher or Superintendent..... Salary..... Length of Term.....

I. YARD AND OUTBUILDINGS

	Supt's score	Possible score
1. Grounds		10
2. Trees and shrubbery		5
3. Source of water supply*		20
4. Walks		10
5. Toilets (Kind)*		20
6. Fuel house (Location)*		5
7. Barn or garage		5
8. Flag and pole		5
9. Playground (Supervision and apparatus)*		20
		100

II. SCHOOL BUILDING

10. General condition (minimum, 25 points) .....	.....	30
11. Lighting* .....	.....	20
12. Adjustable window shades .....	.....	10
13. Cloak rooms and teacher's closet.....	.....	15
14. Flyproof lunch cupboards .....	.....	5
15. Attractive interior* .....	.....	40
16. Blackboard* .....	.....	40
17. Heat and ventilation* .....	.....	40
	.....	200

III. EQUIPMENT

18. Desks (single) .....	.....	35
19. Teacher's desk and chair .....	.....	10
20. Closed bookcase .....	.....	10
21. Library, minimum—standard school, 50; superior, 100* .....	.....	30
22. Magazines*† .....	.....	15
23. Supplementary readers—grades 1, 2, 3, 4* .....	.....	25
24. Primary material furnished by board*, .....	.....	10
25. Sand table and display board.....	.....	10
26. Maps and globe* .....	.....	15
27. Reference work*† .....	.....	15
28. Dictionaries* .....	.....	15

29. Drinking facilities* .....	.....	20
30. Washing facilities, thermometer, sweeping compound, etc. ....	.....	15
31. Schoolroom flag .....	.....	10
32. Musical instrument† .....	.....	15
	.....	250

IV. THE SCHOOL

TEACHERS

33. Preparation (Certificate)* .....	.....	60
34. Professional attitude .....	.....	25
35. Teaching .....	.....	40
36. Discipline .....	.....	20
37. Personal appearance .....	.....	25
38. Housekeeping .....	.....	20
39. Experience* .....	.....	40
40. Poise .....	.....	20
41. Records .....	.....	15
42. General influence .....	.....	20
43. Play supervision .....	.....	15
Total .....	.....	300

PUPILS

44. Attendance and punctuality .....	.....	40
45. Personal appearance .....	.....	10
46. Conduct .....	.....	15
47. Application to school work.....	.....	25
48. Care of school property.....	.....	10
Total .....	.....	100

ORGANIZATION.

49. Daily program .....	.....	25
50. Plan book .....	.....	15
51. Extra-curricular activities† .....	.....	10
Total .....	.....	50
Grand total .....	.....	1,000

I recommend for approval { Standard.....
Superior.....Renewal { Standard.....
Superior..... Removal.....

Date.....192.....

(Signed)..... County Superintendent.

3. Well, cistern, city, or carried. (If carried, it must be in covered container and by a person designated by the board.).....
5. For outside toilets in best condition give 15 points as minimum. Explain.....
6. In school building, or convenient to door of school, good condition. Explain.....
9. The playground should be supervised by teacher and supplied with at least three types of apparatus, adequate for that school.
List equipment and give games played.....
11. Proper lighting should be from left only. Window space should equal one-fifth floor space. Buildings with cross lights cannot be approved. Explain.....
15. Includes paint, pictures, and other decorations that make the room attractive. Give details.....
16. Slate blackboard deserves a score of 40; other kinds, less. Be sure to state kind. It is suggested that the minimum of blackboard should be thirty square feet for the teacher's use and four square feet for each child. The minimum for one room should be 100 square feet. Give details.....
17. Room uniformly warmed, air pure without draft, sufficient humidity. Give details.....
21. Books should be purchased early in the year so that pupils may use them during the term. A school that has not complied with the library law for the current year will not be approved or renewed. Do not count old, discarded texts or government reports.
Number of books..... Has library law been complied with for this year?.....
22. Two juvenile magazines not paid for by the teacher.....
23. Names of supplementary readers and number for each grade:
Grade I..... Grade III.....
Grade II..... Grade IV.....
24. List of primary material furnished by board.....
26. To receive full credit, maps must be in good condition, up-to-date, and include the following: United States, North America, South America, Europe, Asia, Africa, Eastern Hemisphere, Western Hemisphere, Kansas. (Underscore maps on hand.)
27. No credit can be given for a reference work that is not on the approved list or has not been on the approved list within the last five years. Good set required for superior school. Name set.....
28. There should be one small dictionary for every five pupils above the third grade. For seventh and eighth-grade pupils we recommend the secondary school type; for fourth, fifth, and sixth grades, common-school dictionaries or similar type. All dictionaries must be from the approved list. Give details.....
29. Bubbler-fountains, other containers and cups, or pump and cups. Give full credit to first two when kept sanitary.
33. Certificate held (Life, 60; 3-year State, 50; Normal Training and First Grade County, 40; Second Grade County, 30). Underscore appropriate one.
39. Successful experience: (1 year, 20; 2 or more, 40; 60 hours college may be considered as one year's experience). Underscore appropriate one.
Enrollment by grades: I..... II..... III..... IV..... V..... VI..... VII..... VIII.....

different points to be scored. The highest score that can be given for any object is clearly indicated. If a school were perfect the grand total of scores would equal 1000 points. The card is divided into four main divisions with a number of subdivisions for each: the yard and outbuildings, the school building, the equipment, and the school. The divisions of the school are the teacher, the pupils and the organization. The yard and outbuildings may receive a possible score of 100 points, the school building 200, the equipment 250, the teacher 300, the pupils 100, and the organization 50 points. The teacher is, therefore, the most important part of the school. After being filled out, the cards are filed in the office of the superintendent and are used in determining the ranking of the teachers and of the schools. They are also used to determine what supplies and equipment are needed in the different schools. To rank as an accepted or as a standard school there must be a total of 850 points. The superior school must receive 950 points.

The score card is used by the county superintendent when she recommends teachers to the school boards. She has their actual rating and is giving the board members definite information. Nearly every school board will employ the teacher on this basis and feel perfectly sure that they have done the best for their school. The card is usually

filled out with the teacher's assistance. The greater part of it can be filled out by the teacher before the superintendent's visit. After attending to the score card, there is very little time left. The superintendent may be able to hear a few recitations, answer questions concerning school matters such as bi-monthly examinations, contests, library books and supplies needed by the school. There is no time in this schedule for any demonstration teaching.

The Geary county superintendent in her preliminary visit observes the daily program, enrollment, attendance, and the teacher's plan book. She makes a short talk to the school explaining the objectives to be worked for during the year and announces the school motto, which this year is: "When you play, play hard; when you work, don't play at all." During her second visit, she observes the type of recitation, methods used by the teacher, and the discipline of the school. She may test a few individual pupils or the whole group. The library is checked and the score card made out. If she finds it absolutely necessary, she teaches a class for a new teacher in geography or reading. She again talks to the school, emphasizing the school objectives in the county, the contests, such as the 8th grade and penmanship contests. Mrs. Grammer has only fifty teachers, does not have a large area to cover, and has mostly all weather roads so that she can devote

much time to each school. She plans for a one-fourth day visit but they are usually much longer.

TABLE V. Visits per Teacher to the Office of the County Superintendent in One Year.

County	Number of Teachers	Number of Visits per Week	Number of Visits per Year	Number of Visits per Teacher
Geary	50	25	1300	26
Riley	128	15	780	6.093
Wabaunsee	150	15	780	4.12
Saline	138	30	1560	11.304
Morris	131	10	520	3.961
Shawnee	209	10	520	2.487
Clay	156	25	1300	8.333
Pottawatomie	206	4	208	1.009
Dickinson	201	15	780	3.88
Median				4.12

Table V shows the number of visits per year made by the teachers to the office of the county superintendent. The least number of visits were made in Pottawatomie county. Westmoreland, the county seat, is centrally located but is not large. The roads are not as good as in the southern part of the county where the larger towns are located. In

this county the number of visits per year for each teacher is 1.009. In Saline county there are 11.304 visits per teacher and 26 visits in Geary county. The median is 4.12. The purposes of these visits are numerous. They come to bring in reports; to secure supplies; to discuss problems in classification; to obtain assistance in teaching spelling, penmanship, reading and arithmetic; to order playground equipment and library books; to secure explanations about the course of study; and to discuss community problems. A very important item is inspiration. Discipline has ceased to be a problem.

School Buildings and Grounds

Pupils and teachers do their best work in wholesome surroundings. The schoolroom should be clean, well lighted, well heated, well ventilated, and supplied with needed equipment. The school grounds should furnish ample space for play, physical training, and athletics. The school grounds can be made very beautiful and yet have ample room for play and playground equipment. In some schools each child plants a tree and cares for it during his school life. In other schools Arbor Day is observed by planting a number of trees on the school yard. The graduating class in some

high schools plants a tree. In time a school ground will have many beautiful trees and shrubs if they are cared for. Every school should formulate some plan for beautifying at least a part of the ground. Trees, shrubs, flowers and lawn are the chief things needed for this purpose. These should be grouped so as to leave space for the playground and its equipment, basketball goals, and the baseball diamond. Such a school ground is a great aid in developing community pride in their school and in arousing school spirit.

The pictures of buildings and grounds on the following pages do not show well planned and planted grounds. The buildings are good and each school has sufficient playground and equipment.



Figure 2. Kimble School, District No. 17,
Riley County, Standard School.



Figure 3. Maple Grove, District No. 15,
Geary County.

BANK OF ENGLAND
BOND

27



Figure 4. Milford Grade School,
District No. 1, Geary County.
Standard School, Three Teachers.



Figure 5. High Point, Joint District No. 2,
Riley and Geary Counties. Standard School.



Figure 6. Magic School, Joint District No. 64,
Coary and Riley Counties. Two-teacher School.



Figure 7. Milford Rural High School
District No. 1, Geary County, Kansas

Teachers' Meetings

The county teachers' meetings are used to improve the teachers in service and as a source of inspiration. The largest number of meetings held in any county was six, and the least number was two. The median was four per year. The superintendent of Wabaunsee county was trying out a system of nine meetings to be held in the different towns and cities in the county. She found them unsatisfactory chiefly because of poor attendance. Riley county holds its meetings at towns other than the county seat because it is not centrally located. In other counties, the meetings are held at the county seat, usually in the high school building. The court room is often used.

The attendance unless the roads are in bad condition ranges from 90 to 95 per cent of all teachers employed. Saline and Shawnee counties have half day sessions, usually in the forenoon. The others have a morning and an afternoon session. In every county except Geary there are departmental meetings for the rural, the grade and the high school teachers, and for the school boards. The departmental meetings are held in the forenoon and the general session in the afternoon. The chief feature of the general session is some speaker of note. The departmental

Riley County Teachers' Association

LEONARDVILLE, KANSAS

January 18, 1930

PROGRAM

DEPARTMENTAL MEETINGS—9:00 A. M.

HIGH SCHOOL

PRINCIPAL L. A. NOLL, *Chairman*

Roll Call.....	
Music.....	Leonardville High School
Outline of My English Courses.....	Ruth E. Holmen
Agriculture for the Rural High School.....	Principal Vincent Cool
My Courses in Manual Training.....	Harry Quantic
Starting with the New Course of Study for Home Economics.....	Goldie Scarborough

GRADE SCHOOL

PRINCIPAL W. M. PISHNEY, *Chairman*

Roll Call.....	
Vocal Solo.....	Marjorie Johnston
Teaching Penmanship.....	Mrs. Maude Daniels
Page-A-Day Plan Book.....	Helene Zabel
Music in Grades.....	Louise Peterson
Book Reports.....	Edna Blayney
Value of Contests.....	Mildred Bohnenblust
Assignments.....	Mrs. Zelma E. Hockett
Geography, Seventh Grade.....	J. T. Curtis
Noon Hour.....	Esther Larson
Health Play.....	Leonardville Intermediate and Primary Room
Question Box.....	

RURAL SCHOOL

VIRGINIA HYLTON, *Chairman*

Roll Call	
Music	Esther Tederman
The Every-Day Plan Book	Mrs. Hattie Isaacson
Dramatization	Evelyn Freeland
The Teacher Outside the School	Frances Knerr
Question Box	
Music	Jennie Parry

GENERAL ASSEMBLY—10:30 A. M.

Roll Call
Instrumental Duet....."Chant of the Jungle"
Wright Johnston, Ralph Weider
Invocation.....Rev. R. C. Clayton
Vocal Solo—"Rolling Down to Rio".....Edward Pearson
Address: "The Master Builder".....Dr. C. V. Williams, K. S. A. C.
Benediction.....Rev. R. C. Clayton

NOON

1:00 P. M.

Roll Call
Community Singing
Important Business Meeting
Discussion of Contest Rules

Riley County Teachers' Association

LEONARDVILLE, KANSAS

January 18, 1930

PROGRAM

DEPARTMENTAL MEETINGS—9:00 A. M.

HIGH SCHOOL

PRINCIPAL L. A. NOLL, *Chairman*

Roll Call	
Music	Leonardville High School
Outline of My English Courses	Ruth E. Holmen
Agriculture for the Rural High School	Principal Vincent Cool
My Courses in Manual Training	Harry Quantic
Starting with the New Course of Study for Home Economics	Goldie Scarborough

GRADE SCHOOL

PRINCIPAL W. M. PISHNEY, *Chairman*

Roll Call	
Vocal Solo	Marjorie Johnston
Teaching Penmanship	Mrs. Maude Daniels
Page-A-Day Plan Book	Helene Zabel
Music in Grades	Louise Peterson
Book Reports	Edna Blayney
Value of Contests	Mildred Bohnenblust
Assignments	Mrs. Zelma E. Hockett
Geography, Seventh Grade	J. T. Curtis
Noon Hour	Esther Larson
Health Play	Leonardville Intermediate and Primary Room
Question Box	

Figure 8. Riley County Teachers' Association Program.

meetings are concerned with problems peculiar to the teachers interested in the departments. They consist of free discussions of the relations of the teachers in the experience of the practical work of their schools. In the grade and rural departments, spelling, penmanship, and citizenship are most important. The subjects of interest will vary as new text books are adopted, and new methods of teaching subjects are introduced. Demonstration teaching has a prominent place on these programs. A capable, experienced teacher brings her pupils and conducts a recitation as a model for the inexperienced teachers. Geary county devotes one-fourth of the meeting to demonstration; one-fourth to supervised instruction, such as reports, contests, examinations, and objective tests; one-fourth to entertainment and business; and one-fourth to discussions.

Institutes

The professional type of institute was found in every county. The five-day session usually held in the forenoon was also common to all. The institute in each county is held the latter part of August. The number of instructors ranges from three to five. Dickinson county had several specialists who explained the Hausam writing system, the

teaching of reading, the new speller, music appreciation, and achievement tests. The attendance averages well above 95 per cent. Every teacher is expected to attend. Much of the work for the year is planned at this time. The county superintendent usually has one short period each day when she gives advice and instruction to the teachers about the state course of study and its use, and the use of the different supplies which were issued. The chief supplies are a plan book, grade cards, cases for grade cards, grade book, school calendar, school bulletin, perfect attendance certificates, awards for twenty perfect spelling lessons, awards for one hundred perfect spelling lessons, truancy reports, reading circle book reports, list of state library books, supplementary courses of study, Frances E. Willard program, monthly and first week reports, library register and daily register. Several of the counties use a loose leaf register with carbon sheets. The carbon copy is sent to the county superintendent each month. This sheet shows the enrollment, attendance, and grades of each pupil. Mrs. Hooven, Pottawatomie county, has a free table in the corridor of the court house. On this table are Perry Pictures catalogs, Hoover catalogs, sample magazines and papers, songs and all available manuals.

The state course of study is used in all of the schools. When new text books are adopted, the course in these

subjects is outlined by one of the instructors. The new book this year is the speller.

P. T. A. Organizations

The greatest number of P. T. A. organizations were found in Riley and Saline counties. Wabaunsee county reported none. The other counties had from three to twelve active organizations. Shawnee county has community organizations in more than one-half of the school districts. The P. T. A. organization is often called the Community Club or the Mothers' Club. Citizenship, current events, athletics, study and glee clubs are found in many schools. The superintendents give advice and assistance with these organizations, but do not as a rule assist in the work of the club. Riley county has a general P. T. A. organization which meets twice each year. In the first meeting plans and preparations were made for the Diamond Jubilee. The second meeting will conduct a P. T. A. rally at the courthouse May 3, 1930, 1:30 P. M. The officers for the P. T. A. council will be elected and plans made for the program for the next year. The work of the health nurse will be discussed, giving suggestions for improving her work. P. T. A. songs will be sung. The district P. T. A.'s meet

once each month. A typical program is as follows:

~~Music~~-----by the school

Discussion-----by a patron

Address-----by an outside speaker

Community Singing

Business Meeting

General Letters and Bulletins

The county superintendent spends many of her office hours in the preparation and mailing of general letters, bulletins, and school papers. The majority of the counties issue a monthly bulletin. Two counties issue three bulletins per year. News letters and general letters are issued as the need arises to send information to teachers or board members. The first bulletin or letter usually stresses attendance, classification and grading, reports, pupils' and teachers' reading circle books, teachers' meetings, libraries, and general advice to the teachers. As the school year progresses, new subjects of interest to all are added, such as announcements of bi-monthly examinations, standard tests, playground equipment secured by the schools, names of pupils with perfect attendance and perfect spelling records, schools with perfect or high

All Schools Day Program

Riley, Kansas, March 29, 1930

9:00 A. M.

DECLAMATION

MABLE NEWMAN, *Chairman*

- Class A—Grades 1 to 3 inclusive
- Class B—Grades 4 to 6 inclusive
- Class C—Grades 7 and 8
- Class D—(All having or having had professional training in Dramatic Art or Elocution)

MUSIC

MARK LUMB, *Chairman*

- Chorus—Grades 1-4 inclusive (Unison only)
"What the Little Bird Said" and another selection
- Chorus—Grades 5-8 inclusive (Unison only)
"The Sturdy Blacksmith" and another selection
- Chorus—Grades 5-8 inclusive (Parts only)
"Star Daisies" and another selection
- Rythmic Orchestra
- Instrumental Solos
 - Piano
 - Violin
 - Cornet
- Ensemble of all Chorus Numbers
(in High School Auditorium)
(At close of music contest while Judges are making their decisions, all contestants who have entered in choruses will assemble in following order and sing selection they sang in contest)
- Grades 1-4 inclusive (Unison only)
"What the Little Bird Said"
- Grades 5-8 inclusive (Unison only)
"The Sturdy Blacksmith"
- Grades 5-8 inclusive (Parts only)
"Star Daisies"
- Awarding of Ribbons
- Awarding of Basket Ball Cups

NOON

(Dinner will be served by the Ladies Aid of a Riley Church)

ATHLETICS

MRS. MAUDE DANIELS, *Chairman*

- Class A—Assistants—Mark Lumb and Harold Holmes
- Class B—Assistants—Roland Peterson and John Reed
- Class C—Assistants—W. M. Pishney and Geo. Ernsbarger

Field Day Events

GIRLS

- | A | B | C |
|---|---------------------|---------------------|
| 70 or under 70 lb | 71-95 lb inclusive | Over 95 lb |
| Dash 50 yards | Potato race | Standing broad jump |
| Running broad jump | Dash 75 yards | Dash 100 yards |
| Standing broad jump | Standing broad jump | Basket Ball throw |
| Relay: Any four girls participating in above events. 300 yards. | | |
| Shuttle relay. | | |

BOYS

- | A | B | C |
|---|---------------------|---------------------|
| Under 80 lb | 80-109 lb inclusive | 110 lb and above |
| Dash 50 yards | Standing broad jump | Running broad jump |
| High jump | Running broad jump | Dash 100 yards |
| Standing broad jump | Dash 75 yards | High jump |
| Running broad jump | High jump | Standing broad jump |
| Relay: Any four boys participating in above event. 400 yards. | | |
| Shuttle relay. | | |

The common rules governing track events will be used and considered official.

All Schools Day Program

Riley, Kansas, March 29, 1930

9:00 A. M.

DECLAMATION

MABLE NEWMAN, Chairman

Class A—Grades 1 to 3 inclusive

Class B—Grades 4 to 6 inclusive

Class C—Grades 7 and 8

Class D—(All having or having had professional training in Dramatic Art or Elocution)

MUSIC

MARK LUMB, Chairman

Chorus—Grades 1-4 inclusive (Unison only)

"What the Little Bird Said" and another selection

Chorus—Grades 5-8 inclusive (Unison only)

"The Sturdy Blacksmith" and another selection

Chorus—Grades 5-8 inclusive (Parts only)

"Star Daisies" and another selection

Rythmic Orchestra

Instrumental Solos

Piano

Violin

Cornet

Ensemble of all Chorus Numbers

(in High School Auditorium)

(At close of music contest while Judges are making their decisions, all contestants who have entered in choruses will assemble in following order and sing selection they sang in contest)

Grades 1-4 inclusive (Unison only)

"What the Little Bird Said"

Grades 5-8 inclusive (Unison only)

"The Sturdy Blacksmith"

Grades 5-8 inclusive (Parts only)

"Star Daisies"

Awarding of Ribbons

Figure 9. All Schools Day Program.

attendance, names of pupils ranking high in scholarship, club organizations, athletic events, contests, school programs, and in fact, everything that will enthuse and inspire the teachers, the pupils, and the community to do better work and to compete with a neighboring district in attendance, scholarship, and rank. Miss Speckman of Saline and Mr. Martin of Dickinson edit papers published bi-monthly. The Saline county paper has eight pages. It is made up chiefly of the notes sent in by the different schools in the county. There is some general information by the superintendent concerning equipment and activities. The subscription price for the pupils is fifteen cents per year. It is an excellent paper. It acquaints all the schools with what is going on in the other schools. The county superintendent has a good opportunity to issue her general announcements and to arouse enthusiasm for any special project. The All Schools Day which comes in March or April is worked out chiefly through bulletins and general letters.

Reports

Every teacher is required to send in a first week, monthly, and an annual report. The bi-monthly examination grades are usually reported after the papers of the last examination are graded. The grades made in these examina-

tions by the seventh and eighth grade pupils, and their class grades are reported. They are usually averaged with the county diploma examination grades. Miss Alta Hepler, Riley county, has the teachers bring to her office every paper from these examinations as soon as they are graded. They are kept on file for reference or inspection for two years. The Geary county superintendent requires from each school, as soon as the grading is completed, one graded paper in each subject for the seventh and eighth grades. These are used to estimate the grading of the teacher and to compare the grading of the different teachers. Four counties use the Tracy objective tests each month which are furnished by the county. Geary and Saline use the tests in the seventh and eighth grades, while Clay and Pottawatomie counties use them from the third grade to the eighth grade. In Dickinson county ten schools have taken the Stanford achievement tests. The scores of all these tests are reported to the superintendent's office.

Health Supervision

Dickinson, Geary, Saline, and Shawnee counties have health units. Riley county in 1929 had a Red Cross nurse for three months. She managed to cover about one-half of the county. Dickinson county in addition to the full time

health unit has two Red Cross nurses. Every other county has a health officer who examines the water supply and the sanitary conditions of the buildings and yards. At the beginning of the school year the water supply is tested. The sanitary conditions of the schoolhouse, toilets, out-buildings, and sewage systems are examined. Early in the school year a preliminary examination is given in every school. The nurse inspects the hands, skin, mouth and throat of each child in the schools of the county. The doctor inspects the sanitary conditions, the playground equipment, the lunch box containers, the screening, drainage, and sewage. Every child has a card on file in the health department office. This is used in the general examination and is a complete history of his health conditions. It contains the record of immunizations and the diseases the child has had. In this examination the eyes, ears, nose, throat, teeth, skin, scalp, heart defects, and lung capacity are thoroughly tested. The child is weighed and his height is measured. The health unit sends the report from these examinations to the teachers who make copies for the school file. The original report is sent to the parents. The child may be reported as physically perfect, or defective with recommendations leading to correction. As a rule, the parents are anxious to remedy the defects.

During epidemics, the department gives strict supervision. Quarantine, immunizations and general visits are used. Tubercular and pre-school age clinics are held. In three weeks the Geary county department gave 396 diphtheria toxin-antitoxin immunizations and 150 smallpox vaccinations to the rural school pupils. Twelve immunizations for typhoid were given. The officials visited each school three times, travelling more than 1000 miles. Sixty-one immunizations were given to children of pre-school age. Three schools will receive certificates from the State Board of Health signifying that every pupil in the school has had smallpox immunization. Six schools will receive certificates for diphtheria immunizations.

Shawnee county encourages the children to strive to be "Nine Point" children. Those who attain this standard receive the "Nine Point" buttons, and may be given other honors. A "Nine Point" child is one who measures up to the minimum health standards as indicated by a physical inspection of the following nine points: vision, hearing, teeth, throat, weight, posture, toxin-antitoxin, smallpox vaccination, and typhoid immunization. A careful analysis of the records of the physical examination of nearly 50,000 school children in Kansas in the past two years showed that 84 per cent of the defects listed were under the headings of malnutrition, defective vision, impaired hearing,

enlarged tonsils, adenoids, and decayed teeth. If these defects are not corrected, they may become serious and hamper the child's health during school and produce harmful effects in later life. The health department by discovering these defects is safeguarding the health of our future citizens. The yearly physical examination may serve to train the pupils to pay such visits to their family physician. Many people have a yearly dental examination. We should get the habit of such a physical examination; for the defects could then be corrected or remedied. The health unit of the county is trying to have the young people acquire this habit of medical examination as a means of prevention of illness and improvement of health.

City School Supervision

In the Manhattan city school system from the kindergarten to the sixth grade, there are 37 teachers, 1297 pupils, and five buildings. The supervisor made 804 visits averaging from 25 to 35 minutes. The total number of hours spent in school visitation was 400. Each teacher received 10.8 hours of the supervisor's time. The supervisor's program is carried out by group meetings, usually one every six weeks, personal conferences, visitation of individual teachers, visitation of buildings as a whole, working out

devices with the principals, bulletins, suggestions, letters compass surveys, arithmetic testing program, demonstration, working with individual children by doing remedial work, setting up a problem to work out in a cooperative way, suggestions for professional reading, and office hours for further consultation. In the testing program, Thorndike's McCall's 3-6, Gray's oral reading 1-3, and Haggerly's silent reading tests 1 and 2 are used.

The technique of supervision is carried out, first, by research in books, magazines, and periodicals, and, second, by field surveys where experiments are planned and carried out. The next step is the diagnosis of instruction by a testing program; survey visiting; intensive visitation through talking, working, suggesting and teaching; the improvement of instruction by principals' meetings; chairmen's meetings; teachers' meetings; lesson plans for teachers' use; preparation of bulletins on teaching materials; making a course of study, or creative work; and assisting individual teachers through personal conferences, teaching, and demonstrations.

The tests are given three times each year to every pupil. The papers are scored and the reports sent to the supervisor who tabulates them. This program tests the work done by every teacher in the system. The supervisor can find where too much time or stress is given to a subject,

and when the work is slighted. She knows the per cent of the class that are advanced or retarded, and is able to suggest the remedy. The annual institute is held the week before school opens. The supervisor has three general meetings with her teachers, some special meetings, and one afternoon is devoted to the new teachers. The work is planned, inspiration is given, and the course of study is considered. The curriculum in geography, arithmetic, and reading were worked out in the last three years by the supervisor and a committee of teachers. Silent reading exercises for every lesson in the third grade have been made.

A group teachers' meeting is held each Wednesday for one hour. Each grade forms a group. Much time is given to the discussion of problems peculiar to the grade. A general meeting is held every six weeks. Every teacher has six group and six general meetings with her supervisor, working on problems and discussions which are of vital interest in her classroom, and not subjects of a general nature that do not fit in anywhere.

Comparisons

In comparing the different points studied in the rural and city school supervision, much is lacking in the rural

schools. This is due to the numerous duties of the county superintendent, the widely scattered schools, and lack of proper organization. The least number of school buildings in a county, from Table I, is 42, the highest is 131, and the median is 91; while in Manhattan there are five school buildings to be visited by the supervisor. Table II shows fifty rural teachers as the least in any county and 209, the largest. The number in the city is 37. In Table III, the least number of pupils in any county is 320; the highest, 4333; and the median, 2167; while the supervised city has 1297. Table IV shows the information desired in this problem. The median number of hours spent in school visitation in the rural schools is 2.072. The city teachers receive 10.8 hours of actual supervision for each teacher as compared with the median of 2.072 hours for rural teachers. The city teacher thus receives more than five times as many hours of supervision as the average rural teacher, almost ten times the amount of the least favored teacher and two and one-half the amount of the most favored. In addition to the supervision given by the regular grade school supervisor, the city teacher receives supervision from the music supervisor, the grade building principal, and the city school superintendent.

Delaware and Wisconsin have rural school supervision in 100 per cent of the counties; Ohio, 96 per cent; New Jersey, 93 per cent; Maryland, 82 per cent; Pennsylvania, 75 per cent; North Dakota, 53 per cent; West Virginia, 54 per cent; Alabama, 43 per cent; Louisiana, 38 per cent; Utah, 30 per cent; and Virginia, 28 per cent. North Carolina, South Carolina, Washington, South Dakota, Montana, Rhode Island, Kentucky, Oregon, Vermont, Minnesota, Illinois, Indiana, California, Florida, Maine, Tennessee, New Mexico, Colorado, Arkansas, Michigan, Georgia and Mississippi range from 28 to 1 per cent of the counties with rural school supervisors. There are no supervisory assistants in Arizona, Texas, Oklahoma, New York, New Hampshire, Nevada, Nebraska, Missouri, Massachusetts, Kansas, Iowa, Idaho, Connecticut and Wyoming.

These results show what must be done for our rural school system if it is to rank equally with the city school. The rural child, given the same opportunity as the urban child, will rank as well educationally or even better. He has greater opportunities for developing health, vocations, and the wise use of leisure time.

Consolidation would be a remedy for this inequality. Many teachers and pupils would be grouped in one building with a capable principal. The roads do not make consolidation impossible. The farmers wish to avoid consolidation

and thus keep their one room school. This serves as a common meeting place for the community, where each one feels at home and is able to express his opinions. The one room school brings teacher and pupils into more intimate relationship than is possible for a larger organization. This school is the ideal home room. The rural schools of today are organized units with officials and citizenship programs.

It has been found by surveys of rural schools that the number of teachers a supervisor can effectively assist depends entirely on local conditions such as roads, distances to be covered, and the types of schools. These surveyors, however, have agreed that a supervisor should be provided for approximately every 30 teachers and that every school should be visited at least every six weeks and if at all possible every two weeks. The duties of such supervisors are:

1. To hold individual conferences with teachers.
2. Study and adjustment of pupils including consultation with parents.
3. Teachers' meetings, general and group.
4. Class visitation and observation.
5. Demonstration teaching.
6. Testing and measuring native ability and attainment.

New Jersey has rural school supervisors appointed by

the Commissioner of Education, approved by the State Board of Education, and assigned to a county. Her territory in the county is designated by the county superintendent. Her work is to improve classroom instruction.

1. By regular visits from two weeks to two months apart, depending on the number of teachers, and locations of buildings.
2. By teachers' meetings and visiting days.
3. By time spent at her desk in study, planning, reading and working out solutions for the many problems in her field.

SUGGESTIONS

The writer feels that the best solution of the rural school supervision problem is to secure state appropriation to pay salaries to regular supervisors. ¹The Kansas School

Code Commission recommends: "That whenever the county superintendent shall recommend and the board of county commissioners shall approve the employment of a supervisor or supervisors, each of whom shall be a holder of a supervisor's certificate, and who shall perform such duties as shall be required by the county superintendent and approved by the state superintendent, and said supervisor or super-

¹Complete report of State School Code Commission of Kansas. Proposed School Code, Section 72-1613, page 58. Kansas State Printing Plant, January 15, 1929.

shall be paid from the general fund of the county."

¹"Well trained county superintendents will labor to little purpose, and classroom work will continue to be extremely unsatisfactory, unless provision is also made for proper supervision, particularly of beginning teachers. It should be made mandatory upon each county to provide at least one supervisory assistant whenever qualified superintendents are in charge; for it would be a waste of money to put a trained and experienced supervisor under an untrained superintendent. One supervisor in each county could not possibly do all that should be done, but she could do much to improve the schools, particularly if her major attention is given to beginning teachers. To supervise adequately all the schools of a county, there should be an additional supervisor for probably every 50 elementary teachers above 50, and probably one high school supervisor in each county."

There should be one supervisor for every 30 to 40 teachers. Nearly every rural teacher owns a car, and the roads are in such condition that weekly group meetings could easily be held. The supervision by visitation, group and general meetings, and conferences can be carried on in the rural district just as easily as in the urban. Some one found in making a study, that when relationship of achievement is compared with the capacity to learn, the pupils in the rural districts often outrank the city pupils. Since Kansas has made no provision for rural school supervision she should enact legislation to this effect so that her

¹Public Education in Indiana
Report of the Indiana Education Survey Commission,
1923, page 206.

rural pupils could have the same educational opportunity as that of the city child or of the more favored rural districts in well supervised states.

ACKNOWLEDGMENT

This problem was undertaken as a thesis at the suggestion of Dr. W. H. Andrews, Professor of Education, of the Kansas State Agricultural College. I am greatly indebted to him for his kindly interest and advice. His consideration and assistance have been greatly appreciated.

I also wish to acknowledge my indebtedness to the county superintendents of public instruction in the counties surveyed, and to Mrs. R. G. Taylor, grade school supervisor, Manhattan, Kansas for their hearty cooperation and interest, and their kindness in supplying statistics, data, and advice on this problem.

ARM OF ENGLAND
BOND

REFERENCES

- Nutt, Hubert Wilbur, Supervision of Instruction.
Houghton Mifflin Co., New York, 1920.
- Burton, William Henry, Supervision and the Improvement of Teaching. D. Appleton and Company, New York.
- Newbury, Maud C., Supervision of One-teacher Schools.
U. S. Bureau of Education Bulletin, No. 9, 1923.
- Cook, Katherine M., Supervision of Rural Schools.
U. S. Bureau of Education Bulletin, No. 10, 1922.
- Buckingham, B. R., The County Superintendents of Schools as Supervisors of Instruction. Journal of Educational Research, 13:345-354.
- Hoffman, J. S., Real Supervision for Rural Schools.
National Educational Association, 1167-1168. 1922.
- Pore, O. E., The Administration and Supervision of Rural Schools under the County Unit System in Ohio.
Journal of Rural Education, 5:6-125. 1925.
- Hoppes, W. C., The Value of Supervision in Rural Schools.
Journal of Rural Education, 5:287-299. March, 1926.
- Moore, Clyde B., What Has the Supervisor to Offer Superior Experienced Teachers? U. S. Bureau of Education Bulletin, No. 3, 1929.
- Butterfield, E. W., Saving and Supervising One Room Rural Schools, U. S. Bureau of Education Bulletin, No. 3, 1929.
- Reynolds, Annie, Development in Rural School Supervision.
U. S. Bureau of Education Bulletin, No. 32, 1929.
- Morris, Mrs. Elizabeth; Noble, M. C. S., Jr.; and Lena Latkin, Certain Phases of Rural School Supervision.
U. S. Bureau of Education Bulletin, No. 28, 1929.