A STUDY OF SUPERVISORY PRACTICES
AT THE ELEMENTARY LEVEL
IN
COUNTY SCHOOL DISTRICTS OF OHIO

DISSERTATION
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CHAPTER I

INTRODUCTION

During the past ten years committees of private citizens, lay individuals, and educators have been increasingly concerned about instruction and the quality of education received by children in our schools. A prime example of the results of this concern was the 1955 White House Conference on Education. Lay people and educators all over this country studied together the problems of education and sent representatives to a conference at the White House to present their findings and to make their recommendations about education to the President and to the people of the United States. One of these recommendations was the need for better trained leaders in our schools. Their report stated:

Every successful enterprise, large or small, public or private, must have effective leadership. . . . The highest types of thoroughly trained, successful experienced persons must be available for this service. To serve the expanding schools and the increasing number of teachers, administrative and supervisory staffs must be enlarged.¹

This feeling of imperative need to provide better school leadership also was true in the State of Ohio. The Ohio School Survey Committee in 1955 gave recommendations directly relative to the improvement of education in this state. Item fifteen of their report stated that

¹Committee for the White House Conference on Education, A Report to the President 1956, p. 41.
... more direct help and supervision should be given to classroom teachers.... However, in 1953-54 there were only thirty such supervisors for more than 12,000 elementary teachers in county systems. Only twenty of the eighty-eight counties had one or more elementary supervisors. One supervisor is recommended for the first fifty teachers in a school system and an additional one for each additional 100 teachers. The staffs of county offices should be expanded to meet this need.

In elaborating further the committee then stated that

... much more time, personnel, and money should be devoted to the in-service education of professional workers in the schools.... The teachers of the state listed such assistance as one of their greatest needs. To meet this need properly demands also a considerable expansion in instructional supervision, especially in county systems.3

Today's problems in organization, administration, and supervision of schools had their beginning during and soon after World War II. Many teachers were drafted or enlisted in service; others sought better-paying jobs in industry. At the same time the birth rate increased tremendously over the years, making more classrooms and more teachers an absolute necessity. Because of low salaries in education and lower teacher morale, fewer young people entered teacher training programs in colleges. As a result recruitment of teachers especially in county systems took place largely from the ranks of ex-teachers whose families had grown or from parents who had less than four years of college training. Lack of training and lack of experience of well-intentioned but temporarily certificated


3Ibid., p. 184.
teachers contributed to an evident regression in the quality of instruction in our schools. Schools and sub-standard education became a general topic of conversation and publication by editors, educators, and worried parents.

The 101st General Assembly of Ohio responding to the pressure from concerned citizens of the State, and itself recognizing the crisis in education, thoughtfully considered suggestions of the Ohio School Survey Committee and enacted into law Amended Substitute Senate Bill No. 321.

This new School Foundation Law\(^4\) had a basic principle of payment by the state for service rather than for the number of pupils enrolled, as in the old law. One of the new services, locally controlled but state-supported, was the program of supervision available to all school districts in Ohio.

Drury's Ohio School Guide under Section 3317.05 of the Ohio Code explains the procedure for figuring numbers of supervisors in each county of Ohio.

\[\text{... the aggregate total of approved teacher units in all the local school districts included within the limits of a county school district obtained in divisions (A) to (U), inclusive, of this section shall for the first fifty teacher units be divided by fifty and when the total of such approved units is in excess of fifty such excess}\]

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shall be divided by one hundred and the sum of the quotient thus obtained shall be the number of approved supervisory teacher units for such county school district.\(^5\)

In the 1953-54 school year there were just twenty counties of the eighty-eight which had elementary supervisors.\(^6\) This number was too limited to provide the necessary service of supervision to elementary teachers of Ohio (even with the help of elementary principals).

After the enactment of the new School Foundation Program Law fifty-three counties added at least one supervisor by September, 1956.\(^7\) In fact, the Educational Directory of the State of Ohio Department of Education for September, 1956, showed a total of sixty-eight individuals who were listed as elementary supervisors. Twelve others listed as having the duty of "supervision" or "general supervisor" had elementary supervision as a part of their duties. Only twelve counties were listed in this directory as having no supervisors.

I. STATEMENT OF THE PROBLEM

The successful man pauses, now and then, to review what has been accomplished and to consider future plans of action. The successful industrial organization continuously checks gross sales,


\(^7\)General Supervisors in Ohio. (Columbus, Ohio: Research Division, Ohio Education Association, 1956) p. 1.
value of merchandise sold, and procedures used in achieving the current volume of business. The foresighted educator, with faculty cooperation, continuously analyzes and evaluates the instructional program of his school.

Only with continuous study and analysis of any program or business can an accurate statement be made relative to its success or effectiveness. Some form of measurement or evaluation serves also as a basis for future planning and action.

The number of supervisors in the State of Ohio increased greatly within one year after the new Foundation Program became law. Previously boards of education had lacked funds to hire supervisors. Many now necessarily hired teachers or other educators who lacked real experience in supervising teachers. Many problems in organization, human relations, and supervisory techniques developed in starting the new county supervisory programs. A committee of Ohio supervisors, developing a resource book to help new supervisors, wrote:

... the success of Ohio's new supervisory program will depend upon the development of a group of well qualified supervisors... It takes time to build these abilities and also requires a continuing analysis of one's progress. 8

The general problem of this study then is to analyze, study, appraise, and report on supervisory practices at the elementary school level in county systems of Ohio. The study should give a

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better picture of what the programs of supervision really are; it should help to show the place (or role) of the supervisor in the educational program; it should help to point out problems in the program of county elementary supervision; and it should help to make recommendations for planning or developing new programs of supervision.

Two hypotheses are advanced with relation to this study:

1. That supervisory practices could be studied and that results could provide the bases for critical appraisal which would give direction to future development of supervisory programs.

2. That criteria which indicate professionally sound supervisory practices could be established and that present supervisory practices could be appraised in the light of them.

In the summer of 1957 one year of state-supported supervision in many county school systems of Ohio had ended. A study of county school supervision at the elementary level under the new Foundation Program should be of much value in evaluating or measuring progress thus far and in providing information of value to the State Department of Education, to county superintendents, and to supervisors. Planning further supervisory service to teachers and pupils of the state should be made easier as a result of this study.
II. IMPORTANCE OF THE PROBLEM

Using the formula given in the School Foundation Program Law, most counties had not hired (1956-57) the number of supervisors to which they were entitled according to teacher units under the terms of this statute. Since salaries of supervisors hired within the limits of this law are paid by the state, hiring of more supervisors in county school systems of Ohio could be expected. Much needed to be known about the supervisory program during its first year in order to help county superintendents in hiring new supervisors. Reactions of supervisors, executive heads, county superintendents, and teachers to the program would help to indicate its weaker points and to emphasize its areas of greater effectiveness.

County supervisory programs established during this first year would be helped by a survey of the program in several counties where supervisors had recently been hired for the first time. Such a proposed study would be of service to the county superintendent and to the new supervisor in evaluating and in planning further.

Several counties over the state had had supervisors of instruction for ten to thirty years. To get the viewpoint of personnel in such counties as compared with recently established county programs would also help to evaluate strengths and weaknesses in the elementary county supervisory program of the state.

A. S. Barr, writing on the topic of supervision, stated that

... as the years have gone by, supervision has become more and more associated with the educational leadership functions of the superintendent of schools.... The
function is an expanding one and needs more precise
definition. To select, train, and guide more effectively
the various sorts of supervisors, one needs to know not
only the responsibilities associated with these officials
but also the qualities, competencies, and abilities nec-
essary for the efficient discharge of these responsibil-
ities... The general worth of the program will be judged
by its results. While some very good studies have been
conducted in this area, the evaluation should be contin-
uous. We need to determine not only the general
effectiveness of important components such as the teach-
ing personnel, the socio-physical setting for learning,
and other matters limiting and facilitating pupil growth. 9

Within the past year there had been considerable "sniping"
at
the new supervisory program. Certain educators, legislators, and
lay people opposed the new program as being "too indefinite," as
being wasteful of money which should have gone to help retarded or
special pupils, or as being inefficient in its administration.

Attempts were actually made in the Ohio Legislature to change
the Foundation Law as it relates to supervision. The Ohio Education
Association Report Card for May, 1957, states that

... the purpose of H.B. 554 is simple and pointed. It
cuts in half the number of supervisors districts may
employ under the Foundation program... H.B. 554
would make 100 units the qualifier for the first super-
visor and 200 units for each additional supervisor.

Keller's main point was that school districts to
date have hired 124 supervisors under the Foundation
program, although there is authorization to employ twice
that many. If all supervisors are employed, the cost
will be considerably greater than it is now. H.B. 554
would prevent districts from going "hog wild." Some
committee members chimed in to report rumors (none

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9A. S. Barr, "Supervision," Encyclopedia of Educational
specific) that some supervisors were not well qualified.

Roy B. Kinney, .... Chairman of the Ohio School Survey Committee on Finance which designed the new Foundation Program appeared before the Committee.

"The discussion of the School Survey Committee was quite the opposite of what you are talking about tonight," he said. "We were afraid we had not provided enough supervisors but were willing to give it a fair trial. We found that one of the places where we were weakest in education was in the new supervision."\(^{10}\)

This study of the county supervisory programs in Ohio should provide a base for reference by educators and legislators, who evidently have no true method of determining whether supervision should be "slashed" because of cost, whether supervisors are qualified, or whether legislators need to be "afraid they had not provided enough supervisors."

Alice Meil in the preface to her book stresses the importance of supervisors, the superintendent, and principals in the improvement of the school program.

Their positions as status leaders in terms of the rest of the school system put them in a position to facilitate or to impede wise curriculum development.... On the other hand, the zeal and skill of a superintendent of schools or of other administrative and supervisory agents may offset many unfavorable factors that promise to operate against change in a particular school system.\(^{11}\)


Therefore, with supervisors in the position of importance that they are with relation to the curriculum, and with the intention of counties to employ more supervisors, the need for such a proposed study was indicated.

The importance of this study for planning, directing, and evaluating the supervisory program in county school systems of the state could hardly be questioned.

III. DEFINITION OF TERMS

In order to be sure that certain words used repeatedly in this study communicate the intended meaning and have the proper connotation in the thoughts of the reader, several have here been defined.

a. Supervisor. A supervisor is one who devotes his full time to the coordination of efforts to improve the condition of learning.

Supervision is a type of educational service rendered by superintendents, principals, executive heads, directors, and supervisors. In this study supervision refers only to the work done by a county supervisor in improvement of the instructional program. No attempt is made to study the supervisory activities of the school principal, the superintendent, or the executive head. It is recognized, however, that their activities of a supervisory nature are most important and that the work of the county supervisor is (or should have been) supplemental to theirs.
b. **Supervisory Program.** A supervisory program is a plan for dynamic action in the improvement of instruction and in the promotion of efficient learning. It is a changing blueprint pointing the direction for all personnel involved in bettering learning conditions. The supervisory program is responsive to changing conditions and provides for continuous evaluation and improvement.

As used in this study, supervisory program refers to the work of the county supervisor working within the county organization.

c. **County.** The term "county" in the title refers to the largest division for local government within the state of Ohio. There are eighty-eight counties in Ohio, each having its own county superintendent, board of education, and school program. Some city systems and exempted villages, as autonomous organizations, are included within county areas but a study of their school program is not considered here.

d. **Elementary.** The term "elementary" as used in this study refers to a school organization below secondary school. In Ohio this includes a vertical organization of several grade groupings. Some county elementary school systems in Ohio range from kindergarten through sixth grade, first through sixth, kindergarten through eighth, and first grade through eighth grade. This means that the county elementary supervisors as studied here supervised some grades from kindergarten through eighth.
IV. ASSUMPTIONS UNDERLYING THE STUDY

The assumption was made in this study that the actual work of the supervisor could be best evaluated by the county superintendent. He is the one who actually sees the supervisor’s work in relation to every school, each individual, and all local programs in the county. Reactions of executive heads, teachers, and supervisors, however, should give indications of strong points or weaknesses in the program and more complete material for enlightened planning.

It was also assumed in this study that a better over-all analysis of the supervisory program could be obtained by interviewing all individuals connected with the supervisory program. Parents, students, and members of the board of education all had a direct interest in an improved instructional program. Changes in their attitudes and behavior would give a still broader picture of the success or lack of success of the county program. However, limitations of time, the inability of lay personnel to intelligently discuss supervision, and the extensive and ambitious nature of an effort to measure changes in student attitudes, behavior, and instructional progress made it necessary to confine this study to the procedure described in a later section of this chapter.

V. SOME LIMITATIONS OF THE STUDY

Eighty-eight counties make up the county organization within the state of Ohio. Just thirty counties, however, constituting thirty-four per cent of the total county supervisory programs
available for study, were included in this appraisal. This represented a definite limitation in the study. Thirty counties, however, should have provided a liberal sampling of supervisory procedures and activities over the state.

Sending questionnaires to 188 individuals in twenty-five counties and receiving returns from them without actually meeting these people or seeing their programs in action was a definite limitation. The use of questionnaires gave considerable data with relation to judgments, facts, and ideas. Actual observation and first-hand knowledge of the inter-relationships which are so important in supervision, such as rapport of the supervisor with the teachers and acceptance of the supervisor by the executive heads, were not possible through questionnaire study.

To check on these intangible characteristics of supervision, a number of interviews of school personnel in five Ohio counties was made by the writer. (More information about these interviews may be found on page Seventeen.) Interviews in several counties should have given a good sampling of ideas and problems at various levels of supervisory organization. Interview study should have counter-balanced the biased or one-sided view that might have developed from an exclusive study of questionnaires.
VI. SUMMARY OF PROCEDURES USED

The Questionnaire. The principal means used for gathering data in this research study was the survey method. A closed type of questionnaire with answers listed was used as the device for gathering information. Originally one questionnaire was devised to be answered by the county superintendent, supervisor, executive head, and teacher. This idea was discarded because of the confusion of devising questions and possible answers to fit four separate types of school personnel. Four separate questionnaires were finally completed which were adapted to the various duties of county superintendent, executive head, supervisor, and teacher. The questionnaires were revised several times after suggestions were given by members of the State Department of Education, the student's adviser, and the doctoral committee. As nearly as possible this eliminated any bias of the writer, the use of ambiguous language, the failure to explain the full purpose of the study and other possible problems in communication which might have distorted the results.

A letter of explanation was devised to accompany the questionnaire to explain the purpose of the study, to request cooperation, and to assure the respondent the completely confidential nature of his responses. A blank was indicated at the beginning or end of the questionnaire to list the name of the respondent.

The State Department of Education was listed in the letter of explanation as cooperating in the study.
Samples of the four letters and four questionnaires may be found in Appendix A of this manuscript.

Letters and questionnaires were first sent to twenty-five county superintendents. The State Department of Education cooperated in selecting counties for this appraisal. Those counties with no supervisors were eliminated first. The remaining counties were divided into two categories: those that had started supervisory programs within the year and those with supervisory programs established previous to that time. Selection of fifteen counties in each category was then made from these counties on the basis of geographical distribution. Included in the thirty selected counties were those with varying levels of per capita wealth and varying ability to support a program of supervision or instruction. Figure 1, page 16, shows the sampling of counties which were included in the study.

In the questionnaire to county superintendents a request was made for names of two executive heads in each county who might cooperate with this study. Forty-eight questionnaires were then sent to executive heads in twenty-four counties with the request that two teacher questionnaires which were enclosed, be given to two teachers in the particular school. A total of ninety-six teacher questionnaires was sent in this way.
FIGURE 1
MAP OF OHIO SHOWING DISTRIBUTION OF COUNTIES STUDIED
Interview. In order to check results of the questionnaires, to get reaction of personnel to the questionnaires, and to get face to face reactions of county personnel to their program of supervision, personnel in five counties were contacted by interview. In each of the five counties checked, interviews were held with the county superintendent, the supervisor, two executive heads and four teachers. To gain some uniformity for purposes of comparison of reactions in each county, the following questions were asked of each person interviewed:

1. What is your reaction to supervision and the supervisory program in this county?

2. What do you believe were the main problems connected with supervision in this county within the past year?

3. What suggestions do you have for improving the program of supervision in this county or in the state as a whole?

At the end of each interview a request was also made for the person interviewed to complete a questionnaire.

VII. PREVIEW OF THE REMAINING CHAPTERS

The following chapter provides background for the study. A historical review of supervision together with trends and related studies is given. Criteria used in the study of supervisory programs is presented.

A summary of ideas and statements on evaluation and supervision as found in current literature is given in the first part of the
third chapter. The point of view of the writer relative to elementary education and supervision preceded presentation of actual criteria for this study in the latter part of the third chapter.

The fourth chapter lists a summary of the returns on questionnaires of school personnel in thirty counties. Presented in this chapter also are the results of personal interview with personnel in five counties.

Chapter V is a report of the questionnaire results from county superintendents and executive heads. Interpretation and comparison of the results are also included in this chapter.

In Chapter VI the reader will find a study of the teacher questionnaire with a presentation and interpretation of data.

Chapter VII is a presentation and interpretation of data revealed in the study of the supervisor questionnaire, together with a comparison of the teacher and supervisor questionnaires.

Chapter VIII consists of an appraisal of county supervisory programs with relation to criteria presented in the second chapter.

In the ninth chapter a summary of the study is presented with pertinent conclusions and recommendations.
CHAPTER II

BACKGROUND FOR THE STUDY AND CRITERIA FOR EVALUATING
A COUNTY PROGRAM OF ELEMENTARY SCHOOL SUPERVISION

In this chapter the history of supervision, current trends, and related studies are set forth to give background for the study of supervisory practices in county elementary schools of Ohio. This information presents in general a condensation of materials from current literature on the topic of supervision.

I. HISTORICAL REVIEW

Great changes in ideas of supervision have developed during three hundred years of our country's educational history. Supervision over the years shows the influence of most major changes in education during that time. The expansion of public education, the changing techniques of instruction, research into human behavior, knowledge of group dynamics, and insight into the learning process have all had a part in developing supervision as it is today.

Lay inspection. Colonists of the Massachusetts Bay Colony in 1654 were concerned about the type of teachers and teaching in their schools.\(^1\) Their concern originated more from an emphasis on religion rather than from a wish for a better general education for children.

Almost as soon as schools were established the selectmen of the towns in the Colony were ordered by the General Courts to secure teachers of sound faith and proper religious and moral qualities. Nothing was mentioned about inspection or supervision in the schools.

In 1709 committees of citizens in Boston were appointed to visit and inspect school buildings and equipment and to examine pupil achievement. The examination of pupil achievement signified the beginning of an inspectoral type of supervision of the teacher. Not until many years later were the teachers' methods inspected, criticism given, and suggestions made concerning teaching. Until about 1714 committees were largely composed of ministers. Increasingly selectmen acted as school inspectors, especially in the Latin Grammar Schools. Finally their inspectoral duties extended to all schools in the colony.

This plan of lay inspection continued for about a hundred years. During this time schools gradually increased in size and number and many additional teachers were hired. As a result a head master or principal was appointed to keep records, handle discipline, to teach, and to administer the school. He had little or no responsibility for supervision.

As the size of cities increased and the number and complexity of school activities changed, laymen found the inspection and

\[\text{Ibid.}, \ p. \ 5.\]
administration of the schools to be too burdensome and time consum-
ing. Thus, the office of superintendent of schools was established. As a result of the historical precedent set by lay committees and the fact that lay inspectoral groups continued to function in many places, the duties of the superintendent for some time were of an administrative nature.

Professional supervision. By the middle of the nineteenth century a shift from lay to professional supervision was quite apparent.

As cities and schools increased in size, more inexperienced teachers were added to school systems. New ideas about instruction and changes in method of training teachers were brought from Europe. The industrial revolution, and the resulting changes in ideas of curricular programs, brought about the addition of many new courses to the school curriculum. Such new courses as art, music, manual training, sewing, and cooking were added to the standard reading, writing, and arithmetic.

These changes gave emphasis to the need for better teaching and better evaluation of the results of teaching. Art, music, and other special "traveling teachers" were appointed. (Burton and Brueckner state that the appointment of these traveling teachers actually retarded...)

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the later development of sound supervision. Principals were released from full time teaching to give more time to helping teachers and to improving instruction. Special supervisors were added to help teachers with instruction in the new "subjects" being introduced into the curriculum. Thus all of the foregoing problems in education led finally to the concept of supervision as a function of professionally trained people rather than a responsibility of lay persons.

The same conditions, however—the urgent need for teachers, the inadequate preparation of teachers, and the expansion of the curriculum—perpetuated the idea of supervision as inspection and transmission of greater knowledge. To supervise, as a term, originally developed from the Latin word meaning "to inspect" or "to over-see." Superintendents, principals, and special supervisors during the latter part of the nineteenth century and the first part of the twentieth century, because of tradition and because of their superior education and attitudes toward untrained teachers, developed the autocratic (over-seeing) as well as inspectoral program of supervision.

II. TRENDS IN SUPERVISION

Autocratic supervision. The inspectional autocratic concept of supervision of fifty or more years ago persists to some extent

4 Burton and Brueckner, op. cit., p. 6.
today because of tradition and because of the lack of knowledge of administrators and supervisors to provide something more worthwhile.

Boardman says that

... it (this attitude toward supervision) assumes that there are definite and accepted best standards of teaching in which the supervisor, because of his superior knowledge, can direct the teachers; ... a program of supervision based upon the authority of the supervisor and his presumed knowledge of best methods of teaching leads directly to educational dogma and to rigid formalism.  

Ayer states that

... authoritative supervision has been sharply criticized by many writers and characterized not only as being autocratic, dictatorial, and coercive, but as generally ineffective and contrary to the best interests of teacher morals... How to secure a practical balance between official control of, and democratic participation in, preplanned supervision is a problem of major importance....

Laissez-Faire supervision. Even though somewhat autocratic supervisors (superintendents and principals) still exist, the trend in supervision toward a more benevolent type, became marked about 1920. A swing away from the coercive correctional philosophy of supervision resulted in the concept of laissez-faire supervision. The teacher was to be inspected, rated, and indexed but the supervisor was not to interfere with her teaching. If teachers wished to improve, they were at liberty to do so. If they did not improve or if trouble developed, little effort was made to help.

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5 Boardman, et al., op. cit., p. 27.

Wiles says of this:

Some interpret democratic supervision to mean giving teachers freedom and allowing the program to develop as individual teachers get new insights. It is a laissez-faire policy with no imposition and as little interference as possible from the supervisor. It fails to help the staff develop a sense of direction or a consistent program. The laissez-faire idea of supervision still persists probably because it disguises the inability of superintendents, principals, and supervisors, to give real leadership in instruction.

Scientific supervision. About 1920 the rapid rise and popular acceptance of educational testing led to a "scientific" trend in supervision. This concept was characterized by use of the scientific method, use of measurement for solving problems of the school and the results of teaching, the gathering of objective data, and the recording of this information in statistical terms.

This trend toward scientific supervision was undoubtedly of value because the gathering of objective evidence in planning was an improvement over the coercive or laissez-faire practice of basing all interpretation on one person's supposedly superior opinion. However, not all characteristics of supervision adapted themselves to statistical measurement and to the objective collection and evaluation of data. Such relationships in supervision as the acceptance of the supervisor by the community, the change of

attitude and behavior in boys and girls as a result of supervision, and the professional growth of teachers over the years are difficult to measure objectively and scientifically. The lack of ability to really measure objectively these aspects of supervision points out a weakness of dependence solely upon the scientific concept of supervision. 8

Inspirational supervision. Another concept of supervision which was not generally accepted was the concept of supervision by inspiration. "This type of supervisor inspires his teachers, lifts them above themselves, reinvigorates their flagging spirits." 9 No doubt such an ability on the part of a supervisor would be valuable in temporarily improving teacher morale but it would solve few educational problems.

Democratic supervision. The inspectoral autocratic concept of supervision and the laissez-faire "don't-rock-the-boat" concept are considered quite traditional by modern educators.

Traditional supervision consists mainly of inspection of the teacher by frequent random visitation and the imposition of ideas upon the teacher by the supervisor. Emphasis is placed on inspection of the teacher.

8 Charles Boardman, et al., op. cit., p. 31.

9 Leadership Through Supervision (1946 Yearbook of the Association for Supervision and Curriculum Development) p. 117.
By 1930 a concept of supervision as democratic cooperation and creativity was beginning to develop. Previous to that time, supervision had been mostly concerned with classroom visitation, measurement, and rating forms for fixed recitations. Since that time supervision has been increasingly focused upon improvement of human relations, group cooperation, creativity of each individual teacher, knowledge of child learning and behavior, and cooperative consideration of goals and values.

Boardman states that

... differences of opinion are recognized as a source of progress, for from such differences may come the attempt to discover truth through experimentation, the collection of data and the constructive evaluation of them until a conclusion is reached which is accepted by all. Cooperative activity in developing a program, in determining policies, and in solving problems is carefully fostered so that each individual may contribute his share to the common cause and receive his portion of aid from others. ¹⁰

Fred Ayer expresses his idea of democratic supervision in the following manner:

Democratic supervision stems from the idea that the planning, leadership, conduct, and evaluation of instructional improvement should be shared by the instructional staff. Theoretically, the broader the participation, the better the supervision. ¹¹

¹⁰Boardman, op. cit., p. 40.

¹¹Ayer, op. cit., p. 22.
Wiles says of the democratic supervisor:

His (the supervisor's) special function is to work for the conditions under which people can think together about purposes and about ways of implementing them and to secure the resources that will make possible the growth of the staff in vision and skills.... He is a helper and a resource person to other members of a co-operatively working team. 12

Through a gradual process of eliminating ineffective methods in supervision and retaining the best, a change was observed from purely autocratic toward democratic supervision. Democratic supervision is accepted by the modern educator as the type of supervision which more than any other meets the needs of the modern elementary school.

The characteristics of modern supervision are described by the following four statements from Burton and Brueckner's Supervision a Social Process. 13

1. Modern supervision directs attention toward the fundamentals of education and orients learning and its improvement within the general aim of education.

2. The aim of supervision is the improvement of the total teaching-learning process, the total setting for learning, rather than the narrow and limited aim of improving teachers in service.

3. The focus is on the setting for learning, not on a person or group of persons. All persons are co-workers aiming at the improvement of a situation. One group is not superior to another, operating to improve the inferior group.

12Wiles, op. cit., p. 16.

13Burton and Brueckner, op. cit., p. 13.
The teacher is removed from his embarrassing position as the focus of attention and the weak link in the educational process. He assumes his rightful position as a cooperating member of a group concerned with the improvement of learning.

Alice Meil has concisely stated concerning a democratic program that it guarantees security, growth and accomplishment to its members.\(^{14}\)

In modern democratic supervision the faculty group and the supervisor work out objectives cooperatively and plan the curriculum according to the needs of the group. Supervision is for the purpose of evaluating and improving the factors affecting learning.

III. RELATED STUDIES

Many studies were found which related to the value of supervisory practices, the duties and functions of instructional supervisors, preferred types of supervision and evaluation of supervisory techniques.

The first of such studies to be found in educational literature dated from about 1925.\(^ {15}\) During the 1930's and the 1940's many surveys on supervision were made. These surveys approached the

\(^{14}\text{Meil, op. cit., p. 21.}\)

problem from a number of different angles. One was concerned with trying to measure the efficiency of teachers in teaching a certain subject (such as spelling). An attempt was then made to see if this ability to teach spelling was an index also to ability to teach another subject. Another approach was an attempt to determine the most frequently recurring teaching problems of public school teachers, as revealed by their written statements in reply to a questionnaire.

Most studies of supervision and supervisory practices during the 1930's and 1940's could be classed under:

a. An attempt to measure the scholastic progress of a class from time to time.

b. An appraisal and study of supervisory techniques with an improvement of supervisors' efficiency.

c. A study of supervisory techniques giving most help to teachers.

d. Use of statistical measurement of pupil growth from time to time to evaluate the efficiency of teaching.

e. A comparison of results in two situations - one having supervisory help and another having no supervisory help.


f. Appraisal of changes in school-community relations under a good supervisory program.

A survey by Lelah Crabbs\(^1\) in 1925 attempted to find the index of correlation between ability to teach one subject and ability to teach another subject. The efforts of this study were also directed toward the development of a technique of supervision through measurement. (This was a part of the "scientific" supervision movement.) Intelligence and educational tests were given to pupils in the school system studied. A supervisory officer also observed the teacher for varying periods of time and then recorded for him a single total score. Yearly gains in scores of pupils as a class were then used in an arithmetical formula to determine the "composite" teaching efficiency of the teacher. The composite efficiency score was then compared with the single total score of the supervisory officer in order to check the subjective judgment of the supervisory officer.

Conclusions of this study were that:

a. Teaching efficiency cannot be judged accurately by supervisors to be of any practical value.

b. Teaching efficiency cannot be determined by testing a teacher's knowledge of modern educational ideas and practices.

c. Teaching efficiency in special fields can be measured accurately by means of the teaching efficiency formula without making much, if any, allowance for pupil's I.Q.'s.

\(^1\)Crabbs, op. cit., p. 1.
d. This study shows that many aspects of teaching must be measured by the teacher efficiency formula before a sufficiently accurate measure of teacher efficiency for practical purposes can be secured.19

A study by Robert A. Davis20 at the University of Colorado in 1940 was an attempt to get teachers' statements of their most frequently recurring problems. It was believed that these would be useful in suggesting problems for discussion and solution. Approximately 1300 forms were distributed to teachers with a return of eighty-six per cent. The questionnaire in one part requested teachers to list specific teaching or learning problems occurring with greatest frequency in daily teaching.

Problems ranked in order by teachers were: motivation, testing and evaluating, diagnosing and correcting difficulties, individual differences, methods of presentation of material, relationships with administration, transfer of training, how to study, lack of materials and equipment, racial handicaps, participation in class, discipline, parent-teacher relationships, curricular and extra-curricular activities, guidance, and thoroughness.

Mr. Davis concluded that the analysis of results was somewhat negative and pessimistic. He also concluded that:

1. The newer education is having the effect of cheapening the general quality of the learning process.

19Ibid., p. 97.

20Davis, op. cit., p. 41.
2. The organization and methods of the school encourage too rapid coverage of subject matter, a condition resulting in a high degree of superficiality both in reading and learning in general.21

Weber and Garfield22 at Northwestern University in 1942 conducted a survey to determine teachers' reactions to in-service education in supervision. Questionnaires were sent to one hundred forty-one teachers in forty-seven schools in Illinois. Three questions in particular were asked:

1. Does the in-service education program encourage democratic cooperation?

2. Does it tend to improve the health of teachers?

3. Does the program result in the increased effectiveness of teachers in solving school problems?23

Results of this study showed that schools in general need to provide more opportunity for democratic participation of teachers and school officials need to be more concerned about teacher health. Existing programs (at that time) of in-service education needed to increase effectiveness in helping teachers solve everyday problems.

An interesting study was completed in 1948 by the N.E.A. Department of Elementary School Principals24 which provided extensive

21Ibid., p. 60.


23Ibid., p. 464.

statistical information on the elementary principalship. Included was material concerning supervisory techniques and practices of 1,413 supervising principals. A sample of questions asked and results is shown by quoting a part of this yearbook report:

Of the fifteen items listed in the inquiry form, nearly all of the supervising principals report that they use the procedure "helping each teacher with her problem." Eighty-four per cent report interviewing, studying, and adjusting individual pupils; seventy-seven per cent, interviewing and planning with parents; seventy-one per cent, leading discussions at teachers' meetings; seventy per cent, providing teachers with extensive instructional materials.\(^25\)

It may be interesting to observe that in this study the supervising principals in smaller cities report "helping each teacher" as their most effective supervisory procedure. However, in larger cities, principals inclined toward working with groups of teachers on their problems.

The editorial committee writing a report of this study\(^26\) recommended that principals review the historical development of the new principalship in order to gain perspective, that each principal should plan a program of self improvement by comparing his own supervisory practices with others, that principals should strive to develop new ideas and processes based upon research and study in order to lift supervision above dull and obvious methods, that local and state associations should make similar studies, and that greater

\(^{25}\text{Ibid.}, \text{ p. 99.}\)

\(^{26}\text{Ibid.}, \text{ p. 109.}\)
effort should be made to relate supervisory policies and procedures to the instructional needs of children.

One study which probably parallels the present study more closely than others is that of Swearingen. In 1945 the Florida State Legislature in passing an extensive school bill provided that a county must employ at least one general supervisor. This resulted in the increase in number of county supervisors (as recently happened in the State of Ohio). The purpose of the study as given read:

It is the purpose of the study to consider and help clarify the basis of supervision in a democracy; to ascertain what kinds of preparatory experiences, both pre-service and in-service, are of value to supervisors, and to project suggestions for cooperative planning to provide these experiences for supervisors of Florida.

The study is based upon data abstracted from records pertaining to supervision at the University of Florida, upon an analysis of workshop reports, upon data abstracted from records of the U.S. Office of Education, and upon three questionnaires. The questionnaires related to the kinds of supervisory services desired by representative teachers in Florida, to an evaluation of preparatory experiences by county supervisors, State Department of Education


28Ibid., p. 16.
members, and professors of education, and to cooperative planning for the education of supervisors now being done by universities, state departments, and supervisory groups.

Miss Swearingen in her recommendations and conclusions presents ideas for future planning of supervision in Florida and lists bases for projecting a program for the education of supervisors in Florida.

Many more examples of research and study of supervision and supervisory practices could be cited. For instance, P. M. Bail's study of 460 school people in Indiana in 1947 determined the thirty-two most desired types of supervision (constructive criticism, recommendation of new techniques and methods, et cetera).

Another study by Antell made a teacher appraisal of the common supervisory practices in eight schools in New York City. (The three listed as most helpful were demonstration lessons, individual conferences, and grade level conferences.)

Some of the pertinent findings of the studies reviewed are listed.

1. Teaching efficiency cannot be judged accurately by a supervisor with an efficiency formula.


2. An analysis of problems listed by teachers is not too helpful as a basis for discussion and direction of a program.

3. Schools in general need to provide more opportunity for democratic participation of teachers.

4. In smaller cities elementary principals inclined toward supervisory help of the individual teacher. In larger cities elementary principals gave help especially to groups of teachers.

5. The most helpful supervisory practices listed by one study were: demonstration lessons, individual conferences, and grade level conferences.

All studies gave information about techniques and practices in supervision and helped to provide supervisors and administrators with increased understanding of instructional practices and problems in supervision.
CHAPTER III

AN EDUCATIONAL POINT OF VIEW AND CRITERIA FOR EVALUATING A COUNTY PROGRAM OF ELEMENTARY SCHOOL SUPERVISION

Included in this chapter as a preliminary overview are statements concerning evaluation and criteria. These present the advanced thinking of authorities in the field.

A later section indicating the point of view and educational thinking of the writer will provide basic concepts and ideas concerning the elementary school. This section immediately precedes the criteria and becomes an integral part of the criteria for evaluating this study.

I. EVALUATION AND CRITERIA (GENERAL)

Later chapters in this manuscript present extensive materials and data on county supervision obtained from questionnaire and interview. The significance of such data becomes meaningful when inferences are drawn from it, inferences which can be evaluated in terms of sound criteria. The development of such criteria evolved from a study of current literature on evaluation and criteria.


Wiles defines evaluation in the following way:

Evaluation is the process of making judgments that are to be used as a basis for planning. It consists of
establishing goals, collecting evidence concerning growth or lack of growth toward goals, making judgments about the evidence, and revising procedures and goals in light of the judgments. It is a procedure for improving the product, the process, and even the goals.¹

Burton and Brueckner² say that evaluation refers to the appraisal of information gathered by less objective methods.

McNerney, in writing on evaluation in supervision said:

An evaluation of a teacher by a supervisor is partially an evaluation of the effectiveness of the supervision. It is likewise true that any evaluation of the pupils is also an evaluation of the teachers. The exact relationship between evaluations of the pupils, teachers, and supervisors is difficult to determine.³

According to Briggs and Justman,

... evaluation in supervision concerns itself principally with three things: (1) The end product of supervision; (2) the quality of the supervisory process; and (3) the contribution of the supervisor himself.⁴

Boardman, Douglas and Bent's comment on evaluation of the supervisory program follows:

Both measurement and evaluation are employed in determining the effectiveness of supervisory activities or a program for improvement. Measurement will be

¹Wiles, op. cit., p. 292.
²Burton and Brueckner, op. cit., p. 238.
³McNerney, op. cit., p. 83.
concerned with the determination of the changes which have taken place in teaching or in learning or with the outcomes of the program for improvement. Evaluation will be concerned with determining the worth of the changes which have taken place or the results that have been achieved. Both measurement and evaluation are essential to an effort to determine the effectiveness of the activities used in improvement and the program itself.

It is possible to determine the likes and dislikes of teachers with relation to supervisory procedures; it is possible to check the number of hours that a supervisor works each week on a specific supervisory procedure; but it is much more difficult to evaluate certain intangibles such as the quality of character traits of the supervisor, or the human relationships between the supervisor and the teacher. This is a weakness of the questionnaire type of research method.

Another weakness of this or any type of research method with relation to supervision is that principles and techniques are never static. With better methods of studying group dynamics and learning and with new ideas on supervision tested and proved by experience, the concept of what is best is continually being revised.

Burton and Brueckner make this statement about the opinion type of questionnaire:

Opinion polls about the curriculum are made by asking parents, other laymen, school administrators or supervisors, teachers, and pupils to state their beliefs.

\footnote{Boardman, et al., \textit{op. cit.}, p. 526.}
Statements of opinion are not entirely reliable nor are they wholly valid evaluations of anything, but when carefully gathered from earnest individuals they do supply some guidance.

Even with all the shortcomings and errors in interpretation that are possible in an opinion type of evaluation, results of other studies of extensive curriculum programs or practices would indicate that this type of survey has value in gathering information and in making recommendations.

McNerney states that

... there is no "yardstick" with which to evaluate the program of supervision. The person or persons responsible for evaluating the program can more objectively perform their task by using guiding principles such as those which have been abstracted from a series of successful activities and conditions.

Lists of criteria. Many authors of literature on evaluation in supervision agree that for appraisal to be effective, sound criteria must be developed.

Boardman, Douglass and Bent state that

... a sound statement of criteria forms a fundamental basis upon which to define the relationships between the various supervisors, and to assign to each his field of responsibility. At the same time it provides standards upon which to evaluate the nature of the machinery for carrying on supervision, the procedures used in the operation of the supervisory organization, and the spirit which animates the supervisory effort.

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6 Burton and Brueckner, op. cit., p. 375.

7 McNerney, op. cit., p. 92.

8 Boardman, et al., op. cit., p. 51.
These writers define a criterion as "a statement of a standard of value by which to judge the worth or soundness of an object, instrument, activity, or performance."\(^9\)

McNerney\(^10\) presents ten principles with selected associated items which are to help in evaluating supervisory activities and to provide a basis for the evaluation of supervisory programs. (These ten principles were originally established by Ayer and Peckham.)

I. The Principle of Cooperation
   A supervisor should:
   1. Understand the functions of education in a democratic society
      The program of supervision should:
      1. Adopt the philosophy of democratic leadership

II. The Principle of Leadership
    A supervisor should:
    1. Help teachers recognize and provide for individual differences in pupils.
       The program of supervision should:
       1. Recognize teaching as the most important work of the school.

III. The Principle of Planning
      A supervisor should:
      1. Have a comprehensive philosophy of modern education.
         The program of supervision should:
         1. Adopt plans to fit personnel and size of the school system.

IV. The Principle of Integration
     A supervisor should:
     1. Emphasize child development rather than subject mastery.
        The program of supervision should:
        1. Contribute to all-around pupil guidance.

V. The Principle of Creativity
    A supervisor should:
    1. Encourage teachers to discover more effective teaching devices and techniques.

\(^9\)Ibid., p. 194.

\(^{10}\)McNerney, op. cit., p. 90.
The program of supervision should:
1. Keep alert to social change and progress.

VI. The Principle of Flexibility
A supervisor should:
1. Adapt supervision to care for individual differences in training, experience, and ability of teachers.

The program of supervision should:
1. Encourage teachers and supervisors to regard the curriculum as dynamic and changing.

VII. The Principle of Considerateness
A supervisor should:
1. Know how to get along with people.

The program of supervision should:
1. Respect the individuality of teachers and supervisors.

VIII. The Principle of Community Orientation
A supervisor should:
1. Know the problems, resources and agencies of community life.

The program of supervision should:
1. Make curriculum adjustments that lead to utilization of community resources.

IX. The Principle of Objectivity
A supervisor should:
1. Know the theory and techniques of educational tests and measurements.

The program of supervision should:
1. Recognize the values and limitations of tests.

X. The Principle of Evaluation
A supervisor should:
1. Know the objectives of the school and of the field of instruction with which his work is primarily concerned.

The program of supervision should:
1. Judge the outcomes of supervision in terms of objectives and guiding principles.¹¹

Burton and Brueckner state that the effectiveness of supervision can be evaluated by measuring or describing in specific terms the

changes and improvements that take place over a period of time in the total educational program. The areas in which these changes can be identified are:

1. growth and development of the learner toward accepted educational goals and objectives.
2. improvement of the curriculum.
3. improvement of instructional practices as well as in general teacher personal development.
4. improvement in the quality and use of instructional materials and aids to learning.
5. improvements in school community relations.\(^{12}\)

Kimball Wiles listed four specific criteria by which the program and the supervisor might be judged. These four categories are as follows.

1. More responsible participation of students, teachers, and community members in the improvement of the program.
2. Enrichment of the school program through an increase in opportunities and activities for all.
3. More efficient learning situations that result in more rapid pupil growth.
4. Greater contribution of the school to the improvement of community living.\(^{13}\)

Boardman, Douglass, and Bent list the following principles for organization of supervision which they state serve as criteria to discover major sources of weakness in types of supervisory organization.

\(^{12}\)Burton and Brueckner, op. cit., p. 656.

\(^{13}\)Wiles, op. cit., p. 327.
PRINCIPLES FOR THE ORGANIZATION OF SUPERVISION

1. Subject to the approval of the Board of Education, the superintendent of schools is responsible for the efficient organization of the school system for supervision.

2. The responsibility and authority to undertake supervisory activities in specific units or areas in the school system may be delegated to selected individuals or to heads of units.

3. All school officials within a unit (or agencies or officials external to a unit who undertake supervisory activities within the unit) shall be responsible to the head of the unit.

4. The responsibility for supervisory activity and the functions and duties to be performed by supervisory agents must be clearly defined and assigned.

5. Provision must be made for coordination of supervisory activity at each level and in each unit of the school system.

6. Facilities and machinery must be provided for deliberate cooperation in supervisory activities and procedure throughout the supervisory organization.

7. The organization should be as simple as possible in relation to the size of the school system. Simplicity tends to promote efficiency and to prevent mechanical procedure and practices.

8. The organization should be flexible, providing for easy adjustment to meet changing problems, conditions, or personnel.

9. Procedures used in the operation of the supervisory organization should be such as will not only permit but actually stimulate initiative, self reliance, and responsibility in each member of the entire corps for the development of the educational program and the improvement of instruction.

10. The organization must recognize the fundamental concept of democracy in education, so that the organization for supervision and the operation of the supervisory program will recognize the contribution of each individual to it, will secure differentiation and allocation of duties and functions to those best prepared to perform them, and will promote the highest development of the potentialities of each person.10

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10Boardman, et al., op. cit., p. 51.
Ayer lists ten practical suggestions for evaluating the supervisory program. These are in the nature of supervisory goals.

1. Development of better human relations in school and community.
2. Identification of individual needs of pupils and teachers.
3. Improvement of classroom techniques.
4. Skill in the process of evaluation.
5. Appraisal of supervisory activities and procedures.
6. Evaluation of pupil progress and reporting systems.
7. Growth in cooperative and democratic procedures.
9. Study of pupil teacher, administrative, and community attitudes toward supervision.
10. Extent to which objectives are being achieved.

II. POINT OF VIEW UNDERLYING THE STUDY

Before presenting the criteria it was proposed to present the point of view taken in this study and the basic points of educational philosophy of the writer. Only a brief summary of this philosophy is presented here but such a presentation will serve to give the appropriate background to statements on elementary education, supervision, and the criteria for evaluating the county supervisory programs involved in this study.

Aims and objectives of the American elementary school. Purposes of schools in general originally stemmed from a desire to perpetuate the culture. Each society had its own set of traditions, beliefs, morals, and modes of living that it sought to perpetuate through education of the young. Earlier societies such as the

Mound-builders or Indians perpetuated their culture through a more or less informal method of training. Youth of the tribe were taught the skills of hunting and fishing and learned tribal customs through actual participation in the life of the village society. What was taught was based entirely upon the need for living and a perpetuation of such a mode of life.

In American colonial times schools were established to instill religious and moral ideals in the youth of the time and also to give some instruction in reading and writing. This purpose developed because of the lack of provision by the out-of-school environment and the lack of inclination or ability of parents to provide for such ideals and skills.

The purposes of elementary education today are more complex but basically the same as in the past. A perpetuation of the culture is still of prime concern but a refinement of society's expectations includes such abilities as learning to adjust in social or group situations, adjustment to changing ideas and progress, and learning to be creative.16

Aims and purposes of education today have been generally expressed and summarized by The Educational Policies Commission.17


These are the Objectives of Self-Realization, Human Relationship, Economic Efficiency, and Civic Responsibility.

Purposes and objectives which fit the modern elementary school curriculum and which the writer believed best fit the purposes of elementary education were developed by the Mid-Century Committee on Outcomes in Elementary Education. This study emphasizes four types of behavioral change, namely: (a) Knowledge and Understanding, (b) Skill and Competence, (c) Attitude and Interest, and (d) Action Pattern (ways of behaving). The study then proposes that these four types of behavioral change should relate to the following nine curriculum areas.

1. Physical development, health, and body care.
2. Individual social and emotional development.
3. Ethical behavior, standards, values.
4. Social relations.
5. The social world (Civics, citizenship, and the American way of life.)
6. The Physical World (The methods of science and thinking scientifically.)
7. Esthetic development.
8. Communication (Reading, writing, spelling, composition)
9. Quantitative relationships (Arithmetic and measurement)

That these four types of behavioral change would be completely achieved was not expected of any child. The outcomes would vary in accordance with the maturity of the child, his physical health, his environmental situation, and his intellectual capabilities.

The curriculum (or instructional program) of the elementary school is or should be based upon the aims and objectives as set forth by teachers, supervisors, administrators, and parents in the larger school setting and by the teacher and children in the classroom situation. Since children and adults face varying problems in different regions of the country, it is expected that school curricula will vary. A child who lives along the sea coast will want to know more about water transportation, boating, fishing, and storms. A child in a city will gain knowledge of and curiosity concerning land transportation, highway safety, and industry.

What is done in any classroom will depend upon the aims and objectives of the school, the immediate purposes of the class group, the personality of the teacher, health of the pupils, maturational level, home background, traditions of the community, and other individual child and community differences.

The varying backgrounds, values, and individual differences in each child will be utilized by the teacher according to aims and objectives that have been previously set up to develop each child
to his optimum potentialities. The instructional program will be adapted to individual differences.

A necessary part of the whole program of curriculum development and teaching must be concerned not only with aims, objectives, teaching, and individual differences but also with the outcomes of education. Only by evaluating the on-going instructional program and the progressive individual development of each child can the effectiveness of the curriculum be determined. Aims and objectives in education have no final goal to which educators may look and say, "His education is finished!" Clarification of goals and measurement of learning through such means as achievement tests, intelligence scores, personality inventories, rating scales, sociometric devices, report cards, and parent conferences continues during the school life of the child. Such measurement results in re-setting of goals, raising the sights on aims and objectives, and eventually the need for another evaluation.

The 1954 Yearbook of the Association for Supervision and Curriculum Development summarizes this idea.

An effective learning environment requires continuous evaluation. The intelligent and continued use of procedures which help teachers and children (a) to keep clearly in mind the job to be done, (b) to find appropriate ways of accomplishing the job, and (c) to set up next steps in bringing about improvement - is essential to growth."

Child learning. The modern elementary school program requires a wide knowledge of children, the way they grow, their interests, their personality, and the way they learn. All curriculum planning, all school administration, supervisory efforts, and teaching methods center around the learning process of the child.

The educative process is a functional integration of the learner with his environment. The child is continuously learning whether in school or out; school is only a part of his life and his experiences. In other words learning is a dynamic process in which the child during the hours that he is awake is ceaselessly interacting with the entire field of his environment. As an example: in a study of Community Helpers the child at a given moment not only is reacting to the story of the policeman that he is reading but also he may be reacting to his total environment, to the teacher's voice, to actions of children around him, to what he has read or known of community helpers previously, and to other reconstruction of past experiences.

Otto, Floyd, and Rouse make the statement that:

A person's behavior does not take place in a vacuum; he is always behaving or reacting in relation to persons, objects, or situations. Each person draws upon one or more phases of his environment to satisfy his needs. Thus the environment is as intimate a part of each experience as is the organism.

The central feature of childhood learning is experimentation in response to elements of a problem or situation. All learning takes place through experience. Children learn by experience to note similarities and differences, to see cause and effect relationships, to draw conclusions and to make intelligent choices. These concepts serve as courses of action and are themselves changed by succeeding experiences.

Lee states:

Learning is experiencing and this goes on continuously but apparently with more success if the child sees a need for what he is learning or has a purpose for learning. Other factors also affect ease of learning such as the physical condition of the child, his maturational level, and original presentation of material by the whole method rather than in part.21

From birth to old age this process of learning and relearning is repeated continuously as an interaction of the learner with his environment. In a school situation the learner's environment includes the teacher and subject matter. In the modern school the teacher is a guide and participator in the learning program rather than a separate outsider imposing tasks because of superior knowledge and ability. Subject-matter does not serve merely as textbook material but is used as another resource in solving a problem, satisfying a need, or achieving a purpose.

More effective and efficient child-learning serves as the main objective of all school materials, resources, personnel, methods, and planning. As stated by Brueckner:

The modern school provides an attractive stimulating environment and a rich variety of interesting well-graded instructional materials. It recognizes their importance in the development of worthy interests, purposes, attitudes, and appreciations. 22

Democracy in the instructional program. A program of elementary education needs to develop and be developed as a cooperative undertaking with teachers, supervisors, parents, pupils, administrators, and other school personnel sharing in planning and evaluating. The development of the best possible instructional program is not solely the responsibility of the teacher. It is the main objective of the supervisor, of vital interest to children and parents, and the only reason for the existence of administrative planning and organization.

Lewin's 23 studies have shown that group interaction in a democratic environment produces the most worthwhile results. There is a definite limit to what a teacher, supervisor, or administrator working alone can do to improve the teaching-learning process.


A pooling of ideas, the stimulation of group thinking, and a cross-fertilization of suggestions in a cooperative approach results in problem solving through common agreement.

Democracy in the classroom does not only infer that democracy is taught as such. It does infer that the teacher and class group live democratically. The teacher serves as a leader and guide but not as a dictator. She, as an individual, has concern for each individual child, for the development of his personality, his physical growth, and learning. This includes the fundamental tools of learning, health, and recreation. In a democracy the development of each individual is most important. Each member of the class group in a democratic class situation is considerate of the others, cooperates with the group, and works with the group in solution of individual or group problems. Common purposes and objectives guide the class and teacher in self-realization, social learning, and increased ability to use the fundamental skills. Children learn self-direction and mutual respect as they practice democracy in the classroom.

Boyd Bode has said that

... the school must undertake to exemplify in its organization and procedures, its conception of democratic living. This is necessary not merely to promote a better intellectual understanding of democracy, but to create the conditions for transforming democratic precepts into established habits of feeling and willing. In brief, the school must be a place where pupils go, not merely to learn, but to carry on a way of life.24

Democratic interaction in the faculty group indicates consideration for human relationships, concern for each beginning teacher, and respect for all school personnel. The faculty works as a team with the principal, superintendent, supervisor, custodian, and parent to provide the best teaching-learning environment. Administrators, supervisors, and teachers as professional people are concerned with professional goals. Through cooperative sharing, effort, and planning curriculum change is natural, expected, and desirable. The total faculty cooperatively solves such problems as use of instructional materials, attendance record keeping, introduction of cursive writing, and scheduled or spontaneous classroom visits. In such a situation the help of parents in studying progress reports, in giving suggestions concerning the new cafeteria program, or in helping with their own child's personality problem would not only be considered but would be requested. Enlisting parent help in school planning does not mean that the garage mechanic decides that the California Test of Mental Maturity shall be given in place of another. Professional problems are dealt with by administrators, supervisors, and teachers. Study of many school problems, however, by lay people of the community is sound as well as democratic and results in improved public relations, school support, and a better learning environment.

Hymes states that

... the parents you deal with in home-school relations are adults, and adults can take a fact. They can make
a comparison. They can reason. Your big job as you work with them in building a better understanding of children and a better understanding of good education is to give them enough to think with.\(^\text{25}\)

The modern American elementary school curriculum is developed democratically by all lay and professional personnel concerned for the common good of all pupils. No child because of race, intelligence, economic level, or any other reason shall be denied the possibility of education. The curriculum of the elementary school should develop the full potentialities of each child.

III. CRITERIA FOR THIS STUDY

Two sources contributed to the formulation of the criteria for evaluation of supervisory programs as presented at this point in the study: the basic point of view previously developed and an interpretation of professional literature. These criteria are:

1. The program of supervision shall have as its purpose, based on common aims which parallel the goals and objectives of elementary education, the improvement of the teaching-learning process.

Supervision is a cooperative enterprise which has as its main purpose the improvement of instructional processes within the school. Objectives of the modern school are stated in terms of changes in behavior and changes in physical, mental, social, and emotional

growth. It is the purpose of supervision to bring about these changes in growth in teachers and in pupils. Changes in teachers as a result of supervision are reflected in growth and change in behavior of the individual child.

In order for the outcomes of education in the modern school to be most effective, careful cooperative planning of the entire staff in a working agreement of common aims and objectives is essential. Supervision does not exist for its own glorification but only that through cooperative planning the curriculum shall be improved, the teaching-learning situation shall be strengthened, and child growth be furthered. Aims of supervision and of elementary education, then, are basically the same and methods used in accomplishing the purposes of each are parallel and similar.

Wiles said that

... a first step in the improvement of the school's program is the establishment of common purposes. One of the reasons supervision exists is to help people to agree upon certain goals and to work together for their achievement. If supervision is not effective in getting the staff to agree on the purposes they are seeking, little change will take place in the program.26

Burton and Brueckner re-emphasized this:

A service of great value can be rendered by supervisory leadership through stimulation of the study of aims. Any activity which proceeds without identifiable aims is witless. This is particularly true of education, whether we are dealing with classroom teaching or general administration of the system.27

26 Wiles, op. cit., p. 18.
27 Burton and Brueckner, op. cit., p. 59.
The purposes of supervision will be better accomplished by supervisors who are understanding, competent, diplomatic, and who have an understanding of the learning process. Such supervision will give teachers assistance, security, and confidence in their ability to solve problems.

Wiles summarized this effectively:

The basic function of supervision is to improve the learning situation for children. If any person in a supervisory position is not contributing to more effective learning in the classroom, his existence in that position cannot be justified. Organization, equipment, staff relationships, and teacher welfare are important only for improving learning activities for children. Supervision is a service activity that exists to help teachers do their job better. 28

2. The program of supervision will be planned flexibly and in cognizance of the peculiar characteristics of the county.

The efforts of any organization must be planned and coordinated in order to be effective. Especially is this true in supervision. In conjunction with the need for coordination, however, there is also a need for flexibility in the administrative standards or requirements of the supervisory program.

Different schools in a county area vary in their ability to provide a good educational program. Community support may be more active in one school than in another. Buildings do not compare in

28 Wiles, op. cit., p. 10.
their capacity and adaptability for arts and crafts workshops, central libraries, science centers, and other desirable facilities. Some school faculties are conservative, resulting in a more or less traditional program of education. Other local communities have modern buildings, progressive teachers, and better over-all school facilities.

Some counties are strategically situated near or around large cities so that resources of many types are available to children there. These might be art galleries, museums, industrial plants, universities, and other cultural features. In contrast, schools in remote sections of some counties may be so isolated that learning through such facilities would be almost impossible except by extended and expensive travel.

In event of such dissimilarities within counties standardization of method and procedures is not desirable.

Mearl said concerning this:

Perhaps the most limiting of all goals in a school system is the end so frequently desired by the central staff, namely that curriculum change shall proceed at the same rate in all the schools in the system.29

On the other hand since all schools in a county are a part of one system, some coordination of supervisory activities is necessary.

Reeder stated that

... we may visualize a school system of ten schools as being analogous to ten teams of scientists each of which is attacking certain problems of interest to all teams.

29 Mearl, op. cit., p. 53.
In such a situation a failure in communication between the teams must inevitably result in a serious loss to the professional advancement of all teams.

Supervisors should be present at all planning sessions of executive heads, principals, and county superintendent. Communication and cooperation characterized by planning adapted flexibly to fit the particular school conditions of each community will result in a better program of supervision.

3. The program of supervision will encourage continuous curriculum changes and teacher adjustment to a changing curriculum.

The brick layer of thirty years ago plied his trade much as the bricklayer today. Methods of brick laying in that time have changed little as compared with practices in education. Changes in theories of learning, research in education, and better understanding of child development have made it imperative that the teacher who left the teacher training institution ten or twenty years ago should understand these changes and the changing nature of the curriculum. The teacher whose view of the teaching-learning process is the same as that of twenty years ago is living in the past and must be doing a poor or mediocre job of teaching boys and girls.

The supervisory program will accept the responsibility of helping teachers in adjustment to a changing society and in effecting change in the curriculum. An informed teacher has better understanding

30Reeder, op. cit., p. 317.
of solutions for school problems, faces the class with more assurance, and does more effective teaching.

The supervisor will plan workshops for teachers, in-service education meetings, teacher-supervisor conferences, grade level study meetings, and other means of professional improvement. Especially is this necessary in a period of teacher shortage with its consequent employment of undertrained personnel.

Professional teachers with an improved background for solution of school problems can, through democratic group participation, better study and evaluate the curriculum of the school and carry out changes in the light of their conception and knowledge of effective practices or procedures.

Alberty has stated:

Obviously the curriculum of the school, interpreted as all of the learning activities which the school fosters for the purpose of achieving its goals, is a living dynamic process which cannot be regarded as a finished product. Changes need to be made gradually and thoroughly tested in their effectiveness in promoting more effective learning. Thus the "new curriculum" is not something that is "installed" completely at a given time, but rather is put into effect as decisions are made and as conditions as to staff and resources can be worked out.31

Adams and Dickey stressed the need for sensitivity to change:

It is the responsibility of all concerned to remain sensitive to the needs for change and to be alert to ways in which change may be effected. A cooperative and continuous plan of evaluation will promote the growth

and development of supervisors and those who work with them and will contribute to the improvement of the whole program of instruction. The alteration of conditions and patterns which have developed in the past may be required in order to achieve real improvement of instruction. Only if these conditions are obtained will supervision fulfill its obligation.32

Since curriculum improvement involves changes in thinking and behavior of individuals, efforts of supervisory personnel to provide an on-going program of professional improvement will be justified by recognition by teachers of the need for curriculum revision and better teacher adjustment to planned changes in the curriculum.

4. The program of supervision respects the individuality of teachers, principals, and all personnel concerned with the school program.

Supervision is no longer regarded as dictation or inspection but as guidance and coordination. The program of supervision encourages the creative sharing of original ideas suggested by the interested teacher. The supervisor respects the worth of each individual teacher; she asks teachers to share in making plans under which they must live. The supervisor respects and encourages the qualities of leadership shown by teachers and shares authority and responsibility.

Ragan says of this quality in supervisors:

The great leaders in the past have had faith in the ability of the people to make the right decisions

32Adams and Dickey, op. cit., p. 271.
when given adequate information. Democracy in education requires faith... in the ability of teachers to make intelligent plans for the school program when they are given sound leadership and sufficient time for the job.33

Wiles said that

... improvement of teaching must start with a respect for the personality of the teacher and the work he is doing. It must proceed through encouragement to develop special interests and to try new procedures for obtaining results the teacher deems important.34

Supervision has a special responsibility in improving teacher morale. Supervisors who manifest faith, confidence and respect for each individual in the school program and who provide every opportunity for the exercise of freedom, initiative, and cooperative attack upon problems are respecting the individuality of teachers.

If morale is high, a staff will do its best to promote effective learning. The supervisor assumes that teachers are going to improve and succeed. The basic way for a supervisor to help teachers succeed is by respecting each personality with whom she comes in contact.

Each school faculty constitutes the best vehicle for the improvement of instruction. A consideration by the supervisor and the faculty of the viewpoint of each member in solving problems will lead to better morale and a higher quality of instruction. Supervision


34Wiles, op. cit., p. 113.
is a service function which respects the autonomy of the local situation, the coordinating influence of the principal, the initiative of the teacher, and the basic aims and objectives of the local school.

5. The program of supervision shall be developed as a cooperative undertaking with teachers, supervisors, and administrators participating.

The enthusiastic and complete coordination of the efforts of all members of the school enterprise should be the goal of supervision. A feeling of teamwork and understanding of common problems on the part of all the faculty promotes the best teaching-learning situation.

Krug said that

... curriculum workers are placing great stress on the process of group interaction. In this process members of the group stimulate one another's creative possibilities; they criticize and evaluate rather than merely absorb the ideas of others; and they regard one another as partners in a joint enterprise rather than as competitors for artificial status rewards.35

Supervision must create the type of emotional atmosphere in which all people feel their worth, accept their responsibility, and are encouraged to grow. The supervisor contributes to the total efforts of the school faculty under the leadership of the school principal as status leader. Older teachers through their

contributions to over-all group planning provide continuity and tradition to the program. Newer teachers add enthusiasm and new ideas to stimulate the thinking of the group. Contributions of laymen to the improvement of the school are also recognized.

In cooperative planning the individual building is considered to be the most effective area for educational improvement. The county system as a whole, however, requires consideration of over-all general needs. The supervisor cooperatively coordinates the efforts of professional individuals and groups in the various schools in the system in order to provide a harmonious and concerted county educational program which is also flexible enough to be adapted to the individual needs of the various schools. The supervisor works individually with parents, teachers, principal, and executive heads, coordinating efforts in each county school. At the same time planning meetings through the county superintendent's office with principals and executive heads from all schools provides the cooperative participation necessary for a coordinated county program.

Ragan expressed this clearly as the modern concept of supervision:

... supervision is no longer considered the responsibility of one person or a few persons; it is a cooperative undertaking involving the entire school staff as well as parents and other laymen. The modern supervisor is qualified by training and experience to render expert technical service in coordinating and guiding the efforts of many persons toward the improvement of buildings and
equipment, materials of instruction and methods of teaching. The principal and the supervisor are no longer commanding officers but are working shoulder to shoulder with teachers to promote the wholesome development of children.36

6. Accomplishments and outcomes of the program of supervision shall be appraised with reference to predetermined goals and objectives.

The proof of the value of supervision is the way teachers feel about it and the changes it makes in their teaching. After desirable goals have been established through cooperative group planning, a systematic plan to measure outcomes with relation to these objectives is the key to staff and school improvement.

Intangible factors such as changes in attitudes and personality traits also need to be considered. Information about these changes in teachers and pupils is important as a basis for making judgments of change in behavior pattern. Outcomes as indicated by changes in teacher attitude or child behavior serve as a basis for further enlightened planning.

Self-appraisal by teachers and supervisors results in criteria which each may use in judging his own work. Improvements in group processes, in individual effectiveness in teaching, in child learning, and in coordination by the supervisor come as a result of an effective evaluation program.

36Ragan, op. cit., p. 207.
Wiles stated:

Evaluation involves skill in: defining goals and establishing standards by which to judge the amount of change; collecting evidence of change; applying criteria and making judgments about the worth of the change and revising plans in terms of the judgments. The supervisor with skill in evaluation will be able to help teachers in all these activities.37

The problem of stimulating teachers to evaluate their own teaching is not easily solved. Too many teachers are content to teach as they have done in the past. Some teachers seem to oppose any kind of change. Once a supervisor has helped a teacher derive satisfaction by developing a good evaluation program, the supervisor is in a position to give more help in improvement of teaching and learning. Such evaluation of children might be in terms of changes in attitude, knowledge, skill, or behavior over a period of time. Such qualities as willingness to share or consideration for others are intangible but may be evaluated through teacher-supervisor devised evaluative instruments. The evaluation of outcomes and results of teaching with relation to class or school aims and objectives results in improvement of teaching. The supervisor has an important responsibility in this respect.

Adams and Dickey said of evaluation:

Evaluation is aimed at the improvement of instruction through a critical analysis made in terms of recognized objectives. The criteria of good teaching, the methods to be employed, and the use of findings should

37Wiles, op. cit., p. 25.
be determined cooperatively by supervisors and teachers. Only in such a working arrangement will teachers be likely to share in a desire for improvement and in the sincere belief that cooperative evaluation will produce positive results for mutual benefit.38

7. The program of supervision improves the quality and use of instructional materials and aids to learning.

As the curriculum requires change so also does the use of instructional materials in the teaching process. Books, maps, pictures, and other materials become out of date. Those that no longer fit the teaching objectives of a modern school program should be replaced.

It is the responsibility of the supervisor to assist principals and teachers in critical evaluation, rejection, and selection of instructional materials. To help teachers in this respect the supervisor may help in book adoptions, prepare lists of instructional materials based on authentic sources and graded in difficulty, work with committees of teachers in revising such instructional materials as resource units, and expedite the availability of audio-visual aids.

Any conclusions reached as to the satisfactory nature of certain materials should be tentative. Changes in curricular programs justify changes in instructional material. Efforts toward improving quality of instructional materials should be continuous. Inadequacies

38 Adams and Dickey, op. cit., p. 252.
of materials become evident through use and new ideas develop in
the search for better materials.

Adams and Dickey stressed that

... the supervisors and the teachers have an added
responsibility to the pupils to select the materials
which will be of greatest use and value. The super-
visor may make real contribution through acquainting
the teachers with the background of new materials.39

Materials selected should never be the determinant of what
is taught in the classroom. Material in a textbook should not be
the sole basis for what is taught. Rather the materials are ex-
amined and selected with relation to their purposes and use.

Burton and Brueckner mentioned that

... materials and methods of instruction cannot be
chosen sensibly except by guidance from the objectives
to be achieved through their use. Teacher's guides and
curriculums must be organized within a framework of
personal and social goals; otherwise a curriculum is
a senseless collection of experiences and materials.40

8. The program of supervision promotes better human

and public relations in the school, the community

and the entire county.

Coordination among schools is highly desirable,
not for purposes of securing uniformity but to quicken
the pace of curriculum change through exchange of ex-
perience and dispersion of practice as well as to come
to certain working agreements. These agreements should

39Ibid., p. 211.

40Burton and Brueckner, op. cit., p. 52.
be such as to facilitate cooperation among schools....
and in general, to further group solidarity throughout
the school system.\textsuperscript{41}

So wrote Alice Meil in her suggestions concerning curriculum
change.

The supervisor as a coordinating influence in the county is
strategically placed to better relations between school and com-
community and to bring about a closer feeling of teamwork between var-
ious schools of a county system.

Even though the individual school is the most effective working
unit for curriculum revision and school planning, the school which
takes into account not only its own community but also the entire
county with its varied conceptions of social aims and methods of
education is enriching its own program. Cross-fertilization of
ideas and sharing of successful practices results in a stronger
local teaching-learning program.

Reeder\textsuperscript{42} said that the integration of the program of an individ-
ual school and its faculty's thinking, into a total educational pro-
gram for a community with diverse sections of the whole is an
enriching experience for all concerned. The supervisor can interpret
modern educational problems and ideas to parents of the various
schools by helping with parent education groups and through PTA talks
or appearances before such community groups as womens' clubs.

\textsuperscript{41}Meil, \textit{op. cit.}, p. 78.

\textsuperscript{42}Reeder, \textit{op. cit.}, p. 316.
Supervisory bulletins on educational problems in areas of child study and curriculum, which help teachers in a better understanding of children, would increase the common background of teachers in the county. County-wide workshops and grade level group sessions also serve the same purpose. Regular study meetings with county administrators help to eliminate problems of interschool organization.

Parents in the community and personnel in the schools gain a broader idea of the school program and a better understanding of school-community problems through use by the supervisor of such techniques as school articles in local newspapers, television or radio reports of school happenings, and open house meetings.

Wiles stated about community participation:

The supervisor may fail unless he involves the community in the group work of the school. Any change in a program needs community understanding and support. One of the best ways to achieve this is to have representatives of the community sit with the faculty as decisions are made that affect the program and as plans are made for implementing the decisions.\footnote{Wiles, op. cit., p. 23.}

The supervisor has a unique responsibility to improve human relations and coordinate school community relations within the county.

Bartky in his discussion of school-community relations actually considered parents as pseudo-supervisors.

Fathers and mothers of school children are also supervisors. Their major task is that of teaching
their children's teacher about these children. Who should know a child better than his own father and mother? They alone can highlight for the teacher his strengths and weaknesses, his mental limitations, the condition of his health, as well as assist her in measuring the effectiveness of her instruction. Fathers and mothers are in an excellent position to evaluate their child's school experience for the teacher.44

9. The program of supervision recognizes the fundamental concept of democracy in education so that the highest creative potentialities of each person will be promoted.

The importance of the worth of the individual, of respect for personality, and of creative ability are concepts of a democratic society. Democracy is a way of human relationships which has the welfare of the individual at heart.

In a democracy one basic expectation is demanded of the individual - that he participate in matters of common concern and accept his responsibilities as a free citizen. No matter how simple or humble his contribution is, it will be respected as his contribution.

Supervision has the function of promoting the concept of democracy by encouraging growth through responsibility and creativity. Conditions should be such that the initiative and creative capacities of all members of the school organization would be inspired.

Wiles stated that an important criterion, perhaps the major one, for judging the quality of a supervisory act, is whether it promotes or hinders creativity. Educational leadership through supervision should be provided that encourages group participation, initiative, and the inter-play of minds in the common study of group problems.

Alberty stated that

... interpreters of the meaning of democracy almost unanimously agree that the survival of our democratic life depends upon the extent to which we, as a people, succeed in planning and working together for the common good.

Ragan said of democracy:

Some of the essential elements in the democratic process are: (a) using the method of experimentation, (b) promoting equality of opportunity, (c) providing for participation by all members of the group in determining purposes and plans....

10. The program of supervision accepts the basic responsibility of decreasing emotional tension and promoting the mental health of teachers.

A supervisor who approaches teachers in a friendly, cooperative, dignified manner will have gone a long way toward setting the tone for wholesome emotional attitudes. The emotional climate

45Wiles, op. cit., p. ?.

46Alberty, op. cit., p. 338.

of an elementary school can be improved or aggravated by the actions, procedures, and methods of a supervisor.

Teachers are often under tension. Lack of acceptance by the community, a sick child at home, worry over the demands of a current college course, concern over what the supervisor said or omitted saying can all increase the anxieties of teachers. Emotionally disturbed teachers are not able to meet children with proper understanding; they cannot concentrate on doing a good job of teaching.

This problem was recognized at an early date in education. Carson Byan in 1938 presented an excellent study on emotional climate and mental health in the elementary school. His thoughtful comments could very well have been written today.

If the burden of mental adjustment and disability is to be reduced and a positive increase in good mental health is to be attained with the help of the developmental processes that we call education, then maximum development of the individual's highest powers should become the real task of the school - almost the direct opposite of what happens in most schools today.48

Jersild said about helping teacher mental health:

When one works individually with teachers and gives them a chance to share a little of that secret burden each of us usually bears alone, one can hear this same cry of pain and plea for help. This does not mean that pain is the only or the predominant condition in their

lives. They know joy as well as pain, but it does mean that many who usually find it necessary to conceal their troubles and hurts would like to find an opportunity to share them.49

Supervisors cannot hope to improve teaching unless personal disturbances are removed from the minds of teachers. There are several ways in which the supervisor can relieve tension and worry of harrassed teachers.

The supervisor will listen to teacher's personal problems. Finding the answers need not be a part of the supervisor's work, but teachers can better solve emotional problems themselves by "talking out their problems" with someone. The supervisor will be approachable, sympathetic, and sensitive to problems of troubled teachers.

In all visits to the classroom the supervisor will be friendly, courteous, and respectful of the worth of the teacher. She will make every effort to establish rapport and a feeling of friendly understanding. Elimination of fear of observation during supervisory visits will help establish a framework of cooperative effort in solving instructional problems.

The supervisor will be aware of limitations on teachers' time and will avoid all meetings that are unnecessary. Workshops, grade level meetings, and curriculum study meetings will all be planned

with the paramount thought of maintaining the emotional health of
the teacher. Frequent meetings on the teachers' time increase
tensions in teachers, many of whom have family responsibilities
and are already tired from the job of teaching thirty-five or more
youngerers.

The supervisor helps teachers to understand themselves and the
ways they relate themselves to their children. She encourages
personal conferences with teachers and is a good listener to per-
sonal problems. She gives guidance in the solution of professional
and personal problems when this is possible.

Wiles expressed this even more positively:

A supervisor's job involves listening to teachers
when they have emotional difficulties in their personal
life. It involves securing necessary aid to help
teachers meet personal and financial problems. No
matter how much teachers are told that they should park
their troubles by the door as they enter the classroom,
it is a physical impossibility. A supervisor can help
create a wholesome emotional climate for students by
helping teachers solve their emotional problems.

11. The program of supervision reflects the trend
toward appointment of general supervisors
rather than special-subject supervisors.

In the elementary school the self-contained classroom is con-
sidered educationally to be the basic unit for achievement of
optimum child growth. With such an educational organization a
unified curriculum and a flexible daily program are made possible.

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50 Wiles, op. cit., p. 21.
Planning and evaluation with children is encouraged; the mental and emotional health of each child is promoted and protected. The self-contained one-teacher classroom of the modern school replaces the subject-centered departmentalized organization of some years ago.

In the same manner the trend in supervision is toward the general rather than the special supervisor. The work of the general supervisor loses a degree of the expertness of the single subject specialist. The general supervisory program, however, gains much in cohesion and unity, which compensate for the lack of the help of a single-subject specialist. The modern supervisory program encourages the appointment of supervisors who may have strengths in particular areas but who work as general supervisors in the promotion of all phases of the instructional program.

Caswell and Campbell have stated that:

... supervisory programs frequently tend to scatter efforts and to make the instructional program appear to be composed of a number of somewhat unrelated parts. For example, during one year work may be concentrated on remedial instruction in reading, the next year on units of work in social studies, the next year on non-promotion, and the next on aims in education. The tendency is to attack each problem as a separate distinct phase of instruction. Thus, desirable relationships between various aspects of instruction are not developed and teaching tends increasingly to become divided into separate compartments.51

In other words science supervision, music supervision, reading supervision, and art supervision lead to a fragmentation of the program which is the exact opposite of the unity gained through the self contained classroom and the general supervisor in the modern program of education.

Burton expressed this briefly but positively:

The typical subject curriculum in the elementary school is a patent absurdity. Revision movements have gone a long way toward a lifelike unified curriculum.\(^5\)

Monroe in discussing a departmentalized program of education stated that:

Recent surveys show that departmentalization is widespread in elementary schools but that the trend is toward its elimination or a reduction in its extent within schools.... Unless departmentalization can be shown to have demonstrated values, continued agitation for the faulty assumptions of its supporters should be abandoned.\(^53\)

The county supervisory program reflects the trend away from departmentalized teaching and away from the supervisor who is the single subject specialist. The modern concept of learning and supervision stresses the value of the self contained classroom teacher and of the general supervisor who is interested in helping and able to be of service in all phases of instruction and living in the elementary school. The latter program is child-centered and basic to a sound approach to elementary county supervision.

\(^5\)Burton and Brueckner, \textit{op. cit.}, p. 698.

These criteria for evaluation of supervisory programs are here restated in summary.

1. The program of supervision shall have as its purpose, based on common aims which parallel the goals and objectives of elementary education, the improvement of the teaching-learning process.

2. The program of supervision will be planned flexibly and in cognizance of the peculiar characteristics of the county.

3. The program of supervision will encourage continuous curriculum changes and teacher adjustment to a changing curriculum.

4. The program of supervision respects the individuality of teachers, principals, and all personnel concerned with the school program.

5. The program of supervision shall be developed as a cooperative undertaking with teachers, supervisors, and administrators participating.

6. Accomplishments and outcomes of the program of supervision shall be appraised with reference to predetermined goals and objectives.

7. The program of supervision improves the quality and use of instructional materials and aids to learning.

8. The program of supervision promotes better human and public relations in the school, the community, and the entire county.
9. The program of supervision recognizes the fundamental concept of democracy in education so that the highest creative potentialities of each person will be promoted.

10. The program of supervision accepts the basic responsibility of decreasing emotional tension and promoting the mental health of teachers.

11. The program of supervision reflects the trend toward appointment of general supervisors rather than special-subject supervisors.
CHAPTER IV

SUMMARY OF INTERVIEW AND QUESTIONNAIRE
WITH NARRATIVE CASE STUDIES FROM TWO OHIO COUNTIES

Questionnaires for this study were mailed with explanatory letters between the first of February and the middle of May in 1957. This was an appropriate time toward the end of the year when the new supervisors had had a chance to become acquainted with school personnel and had had opportunity to give some help to teachers. There was need to finish this part of the study in May because county school personnel were leaving for summer vacations at that time.

I. QUESTIONNAIRE RETURN SUMMARY

A total of thirty questionnaires was sent by mail or given personally to county superintendents in Ohio. Of this number twenty-eight were returned completed. This represented a ninety-three per cent return on county superintendents' questionnaires. In the county superintendents' questionnaire names of two executive heads who might participate in this study were requested.

In each county questionnaires were then sent to two executive heads whom the county superintendent had suggested. Fifty-eight questionnaires were sent in total. Fifty-three questionnaires were returned representing a ninety-one per cent return on executive head questionnaires.
Supervisor questionnaires were sent to twenty-nine Ohio county supervisors. A total of twenty-three supervisor questionnaires was returned. This meant that eighty per cent of the contacted supervisors had returned completed questionnaires.

Seventy-nine of the 114 teachers who had been contacted returned completed questionnaires. This was only a sixty-nine per cent return. Table I, page eighty-two, presents the percentage of returns of questionnaires from contacted county school personnel.

The comparatively high returns from all school personnel in this study of county supervision showed an excellent spirit of cooperation. Especially is this apparent when it is known that questionnaires were received, completed, and returned during the closing months of the school year, a traditionally busier time for all school personnel.

II. RESULTS OF INDIVIDUAL INTERVIEWS

Interviewing school personnel in five counties was especially helpful in getting personal reactions to supervision. Many "behind-the-scenes" problems, objectives, and characteristics appeared that were not apparent from reading questionnaire responses. Interviews were also especially helpful in verifying responses received on the various questionnaires.

Five county superintendents were interviewed, ten executive heads, eighteen teachers, and four supervisors. An effort was made to contact two more teachers but the writer was unsuccessful because
<table>
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<th>Type of Personnel</th>
<th>Total number of Questionnaires Sent</th>
<th>Total Number Returned</th>
<th>Per Cent of Returns</th>
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<td>114</td>
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of distance and because the teachers apparently could not find a convenient time to be interviewed. A supervisor in one of the five counties would not answer questions in the interview but preferred to write them. Questions and questionnaire were left with this supervisor but these have not been returned.

The writer presented results of interviews in two counties in narrative form in order to show better some of the characteristics peculiar to each county, which would not appear in an itemized or graphical form of presentation. Interview material from the other three counties then was listed in itemized form from the writer's notes.

II. NARRATIVE REPORTS OF STUDIES IN TWO COUNTIES

County "A". County "A" is a larger Ohio county located close to a comparatively large Ohio city. The county population consists mainly of general farmers although a number of inhabitants of the smaller towns within the county commute and work in the larger city.

There were thirty elementary schools within the county with an average enrollment of 570. A supervisory program had been operating within the county elementary schools for approximately ten years. The one county elementary supervisor had a big job supervising more than 450 teachers. Under the Foundation program law this county was entitled to nine supervisors but at present had three (elementary, high school, and special). More supervisors were to be hired in time.
The county superintendent of County "A" had been superintendent for more than twenty-five years. He was revered and respected by school personnel and the public as a "good school man." He and his staff had been responsible during the year for the organization of a Council on Instruction consisting of teacher representatives at each grade level from various schools in the county. The county superintendent was supported by school personnel in believing that this had been a very worthwhile forward step. A central library and a curriculum aids center were being planned by the county superintendent in this county because of the apparent need.

The county superintendent believed that the county program of supervision was functioning well and that instruction had been improved. He had high respect for the county supervisor. The biggest supervision problem in the county during the past year had been confusion in reference to the role of the supervisor. Should the supervisor be of service to county personnel by remaining in the central office on call to various county schools or should the supervisor work at improving the instructional program by spending considerable time with routinely scheduled school visits, teacher conferences, and workshops? The county superintendent stressed the need for frequent conferences with the supervisor and executive heads and mentioned the importance of taking plenty of time in any program of supervision in organizing and in defining the role of the supervisor.
The county elementary supervisor worked tirelessly at her job of trying to improve instruction. She had a B.A. in elementary education and an M.A. in elementary school administration. She had taught for a number of years previous to becoming a supervisor. She believed that during the past year she had had good rapport with teachers and that in general the program of supervision had been well accepted with only minor problems existing. She felt that one executive head within the county resented her visits to the school where he was administrator. She stressed the need for defining clearly the actual role of the supervisor in improving instruction.

One executive head in county "A" stated that the county program of supervision was excellent, that he and his staff invited the supervisor to the building and received more than their share of excellent help. They considered the supervisor as a member of their own staff. He received most help from the supervisor when a quite vocal local citizen's group requested revisions in the curriculum. He and the supervisor then met with a representative lay committee in regular monthly meetings to analyze curriculum problems and to study the curriculum. This executive head gave the following suggestion for any new supervisor: "Move very slowly at first. Get acquainted and be sure of your ground before making any drastic changes."

One teacher in this same local school stated that she had asked for help and had found the county supervisor to be very helpful during
the year. She "thought" that most teachers hesitated to ask her to come and in many cases the teachers shuddered when they knew she was coming. She believed that this feeling was not the fault of the supervisor but that this is a universal feeling of teachers toward supervisors. She felt that this reaction was the biggest problem from a teacher standpoint within the past year. She had heard other teachers remark and noted herself that the supervisor was very friendly during school visits and at workshops but that when she met teachers in any other place she purposely didn't recognize them. Her suggestion for improving the program was that this or any supervisor should at least at times be humble and should use the most sensitive public relations in all her contacts with teachers.

Another teacher from this same school thought that supervision was very helpful but that teachers had not received all the help they had wanted because of the limitations of what one supervisor was able to accomplish. The supervisor had visited her once during the year but had given no real help. She had, however, been very helpful to the local curriculum study group of which this teacher was a member.

The second executive head in County "A" who was interviewed was administrator for three elementary schools and one high school. He was of the firm opinion that the supervisor should serve as a resource person subject to the call of the local executive. He believed that the preparation of a course of study or a curriculum
guide for the county would be quite helpful. He did not quite agree with the county superintendent's idea that the supervisor should on her own volition visit teachers and give help where help was needed. He stated that he believed the county office was rather traditional in its operation.

A teacher in a school under the direction of the second executive head interviewed was very positive in her statements of the great improvement that had taken place in instruction in the county over several years as a result of the efforts of the elementary supervisor. Her experiences with the supervisor had always been the best but a fellow teacher in the school became excited when the supervisor came. The teacher interviewed thought that it would be an advantage for the supervisor to meet all teachers informally at first, explain her plans, and let them get acquainted with her. This teacher stressed the great importance of the executive head or administrator taking time to help the supervisor by explaining the purposes of supervision and the value of the supervisor's help to the instructional program.

Another teacher had taught just one year and did not feel qualified to offer any suggestions or criticism of the supervisory program. As a beginning teacher she had received some help from the supervisor during the past year.
County "B". County "B" approximates the size of County "A" in area. This county consists of rolling farmland and a few small towns. Dairy farming and general crop farming are the main sources of income.

There were twelve elementary schools within this county with an average enrollment of 270. One hundred and one teachers comprised the total elementary school staff of the county. The supervisory program was new, having been established in the fall of 1956.

The county superintendent believed strongly in the value of supervision. He thought that great progress had been made within the past year and that the supervisory program was now "on solid ground."

He believed that the two biggest problems in supervision during the past year had been uncooperative teachers and county board members who did not have the background to understand some of the problems of establishing a supervisory program. Some teachers were smiling and cooperative when the supervisor was there but felt that they knew the answers and did not actually intend to follow her suggestions. Some county board members had no conception of units and other phases of modern teaching and required extended explanation to partially understand the supervisory program.

This county superintendent suggested that the supervisor should not work by a schedule but should "get around" leisurely to visit the teachers and to give help in instruction. He said, "Get your
foot on solid ground before you try to do too much. Let the teachers know you're not snooping."

There were two supervisors in County "B". One supervised the primary grades and the other supervised grades four, five, and six. There had been a question when the program started as to whether the county should be divided between the two supervisors by areas or by grade levels. The latter procedure was finally used. The writer interviewed the supervisor of grades four, five and six.

The county elementary supervisor had her B.A. in elementary education and her M.A. in supervision. She had been an elementary teacher for over ten years and an elementary principal for three years. She supervises twelve elementary schools in this county with slightly more than 100 teachers. She believed that the "ground work" had been carefully done and that the county supervisory program had had an excellent beginning.

The biggest problem during the year from her standpoint had been the necessity of initially "selling" the program and supervisory procedures to the county superintendent and to the county board of education. Neither the board nor the superintendent realized completely what supervision was nor what the supervisor was trying to do. Their thoughts at first were that the supervisor visited teachers in the classroom but did nothing more.

This supervisor gave two suggestions for establishing proper supervisory relations. The executive head and the county
superintendent should help the supervisor get the proper start by seeing that she is properly introduced. They might tell something of the supervisor's background and see that teachers understand some of the purposes and practices of supervision. She also suggested that the supervisor first "go easily and establish rapport."

An executive head in County "B" believed that the supervisors in this county had made a fine start and were being accepted by teachers in general. His biggest problem in supervision had been the attitude of a few teachers who believed that they didn't need any kind of help. His opinion was that, in case there were two elementary supervisors in a county, the county should be divided into two geographical areas. This would help the supervisor to better carry out her program since she would know the area and the teachers better.

One teacher in this local school had returned to teaching after an absence of fifteen years in rearing a family. She was very appreciative of the excellent help given by the new supervisor. She knew that some teachers grumbled and complained about the supervisor's visits, but she, herself, felt that the supervisors were sincere and that the supervisory program was very worthwhile. This teacher was concerned about the lack of any uniformity in plans or methods of teaching reading in the county. This had been identified as an area for future study by the supervisors. Her suggestions
concerning the supervisor were that she should have thorough training and be especially skilled in understanding the teaching of reading.

Another teacher in this same school believed that insufficient time was taken by the supervisor in observation and conference to be of any appreciable help. Most of the discussion between teacher and supervisor according to this teacher took place at recess when there were children about or when the teacher felt obligated to be on the playground.

The second executive head of a local school in this county believed that the supervisory program in its first year had made progress. He believed that one problem in supervision had been the lack of acceptance of the supervisor by the teachers. Another problem had been the lack of uniformity of supplies, instructional materials, and equipment received in various county schools. This administrator suggested that initially "good" supervisors should be chosen. Supervisors should organize an equitable distribution of maps, globes, and supplementary readers to see that each teacher in the county received the same amount. He urged that supervisors be sure to attend local parent-teacher association meetings.

The first teacher interviewed in this local school said that most teachers "have their fingers crossed about supervision." She, herself, believed that the program of supervision in its first year in general had been good. She had received new materials and lists
of materials during the year and was very appreciative of these. She suggested that the supervisory program could be improved by eliminating county-wide workshops or grade level meetings. Teachers could more conveniently get to a meeting of several local school faculties and such smaller group meetings would be more conducive to participation by teachers.

Another teacher from this same local school was very positive in her thinking and prolific with her suggestions about supervision. Her general opinion of supervision was that the supervisors were very capable but that much of the year had been taken up with organization. She believed that more progress would be made in the next year. The teachers this past year (she thought) had not exactly understood what the supervisors were doing and somewhat resented them. She, herself, had received help from the supervisors on two different occasions but she didn't know of any other teachers in her school who had asked for help. "You can't help people who don't want to be helped." She suggested that the supervisor "advertise" the services she was able to give so that all teachers would know what they might request; also it would give teachers a better picture of supervision if supervisors would list in an information bulletin some of their accomplishments in the county. This teacher was so concerned with the topic of supervision that she sent additional ideas by letter. One of her written observations is quoted:

Supervisors should never come in groups or pairs.

At one time the two supervisors and the State Department
supervisor made a rapid tour of our school. They were in each room for ten to fifteen minutes. They looked lovely—properly hatted, gloved, and professional, and a great many frazzled teachers with thirty-five to forty "wigglers" youngsters reacted very much.

I would like so much to see in every system a remedial teacher, who would take those children who are behind the group for various causes and work daily with them to bring them along. No teacher would object to money spent so.

III. SUMMARY OF INTERVIEWS IN THREE ADDITIONAL OHIO COUNTIES

County "C". Comments of the county superintendent in this county:

The supervision program in this county was initiated one year ago. The supervisor has been well accepted but the program is moving slowly. More is being done in this county with supervision at the elementary level than at the high school level. No special problems were encountered in starting the new program of supervision.

Comments of the elementary supervisor:

This first year has been most successful. Teachers have been happy about the whole program. I don't mean to be naïve but I haven't encountered any real problems. Everyone has been most cooperative. The distances that must be covered in getting from school to school make travel a chore.

To have success in a first year supervision program requires cautious procedure on the part of the supervisor and confidence and cooperation on the part of everyone.

Comments of an executive head:

We are not bothered much by supervision from the county office. We don't need to be since we are well organized.
Comments of a teacher:

We have twelve elementary teachers but only two have degrees. There are very few degree teachers in the county and some teachers have three years of training or even less. As you can see, good supervision is badly needed.

Comments of another teacher in the same school:

The supervisor has visited me once during this year. She talked about everything but school. She is not well trained in supervision and admits that she knows nothing about primary teaching. More training is needed for the present supervisor and more supervisors are needed in this county.

Comments of another executive head in the same county:

Teachers have received help this year from the elementary supervisor when they have asked for it. Perhaps more supervisors would help, but even with more supervisors it would take two or three years to have a successful program of supervision going. Teachers for years have been so used to helping themselves and "getting along" without extra help.

Comments of a teacher in this local school:

I don't think a lot of supervision in this county; it didn't help me this past year. Of course I realize that the supervisor had a lot to do. I asked her to test a boy for me, but she never got around to it. She couldn't do all that was asked of her. We need a trained psychologist to relieve the supervisor of this testing job.

Comments of another teacher in the same school:

Supervision in this county was fair for having just started. When it was introduced, it was to be mainly a help for new and beginning teachers. I was a new teacher but I received little if any help from this supervision. Its main worth has been the individual testing of children for teachers.
I know of one big problem with supervision from the teacher's point of view. Many older teachers who have taught for years without anyone around or in the room may feel nervous with a supervisor present. In my own case I was not bothered because I was used to a supervisor in student teaching.

County "D". Comments of the county superintendent:

We've had supervision in this county for a number of years. Our man supervisor has gone to a city system and we've had a new woman supervisor during the past year. Our biggest problem is that we need more elementary supervisors. We are entitled to "one and one half" more supervisors and are debating whether the new person should work wholly as a supervisor or work also in the field of testing.

To be successful a new supervisor must start slowly, carefully, patiently, and diplomatically.

The supervisor in this county (as was indicated previously) preferred to write answers to interview questions at her convenience. The writer has, however, never received any answers nor a completed questionnaire from this supervisor.

Comments of an executive head:

I believe that supervision in this county during the past year was probably above average as compared to other county systems. It wasn't outstanding but we did get some help. We needed one or more supervisors to help. This one didn't even find time to confer with us.

The new supervisor should use extreme tact and do her best to establish rapport during the first year even though little else is accomplished. After this is done and teachers know that you're there to help, then you "can get down to concrete work."

Comments of a local teacher:

Supervision this year has been good. However, the supervisor visits favorite teachers where she knows she'll be welcome and avoids those places where
she hasn't been as welcome but where she could perhaps do more good. More help is needed in this county—especially with new teachers. Curriculum coordination and perhaps a curriculum guide would help instruction in this county.

Comments of another teacher in the same school:

Supervision is good when it comes but it almost totally lacking as far as many teachers are concerned. Many teachers complain that they haven't seen the supervisor for some time.

In her professional visits to classrooms the supervisor should find more things to praise and be positive about before giving unfavorable criticism. She also should talk to the school principal before coming to visit or to talk with teachers. Too often these things are neglected by the supervisor.

Comments of another local executive head:

The quality of supervision with this new supervisor is not as good now as it was two years ago because of the change of supervisors. I believe strongly in supervision but the supervisor has three of my teachers "scared to death."

I think that her personality is her biggest problem. She is too critical and demanding. She expects work of a high quality for a county area and the teachers we have can't come up to her standards.

I suggest that supervision be detached from the county office and that the supervisor be assigned to a certain area of the county where she would be better known, know school personnel better, and be able to function better.

Comments of a teacher in this local school:

Our supervisor means well but is too abrupt in her suggestions and criticism. For instance she gave me the suggestion of more quiet at dismissal without giving reasons. This irritated me.
She does have county-wide workshops which are fairly good. She also takes new teachers to see demonstrations of good teaching. Most county teachers, however, are temporary teachers with families and are trying to get degrees. This means that many workshops are very wearing considering that we have classes of forty, are going in evenings to college, and in addition we are trying to hold a family together.

The supervisor should consider teacher health and morale in scheduling so many meetings.

Comments of another local teacher in the same school:

Supervision is fair but could be improved. The supervisor lacks tact; she doesn't appear to teachers as a friend and helper but as someone who thinks she knows it all. County boards should be extremely careful in hiring a supervisor. The decision to hire should be based upon the opinion of a number of people rather than one person.

County "E". Comments of the county superintendent:

In general our new program of elementary supervision is well accepted in this county. There are some few teachers who are opposed to it; some teachers have a "wait and see" attitude. The biggest problem has been the traditional teacher who opposes help or change of any kind.

Comments of the county supervisor:

In general in this backward county we have made a good start. Teachers were "set" against the program before we started. Some didn't like me personally but we worked on the principle of teacher invitation to the classroom and didn't go where we weren't wanted.

The biggest problems for supervision in the county are the reading problems and the lack of interest or incentive to improve professionally. I have noted much finger pointing, word calling, and lack of any uniformity in reading in the county. In one place children are kept in a particular grade until they can read. There is a lack of any over-all philosophy in the county and there is much feeling against any type of in-service program.
To help a new supervisor I suggest that she take a good course in supervision at a university. She should "go at it easily" and try to sense the situation.

Comments from local executive head:

The supervision program has been very helpful to elementary teachers. Our major problem has been the teachers who oppose further study, new ideas, or help of any kind. The supervisor should try to give teachers the idea that she is there to help and not to inspect.

Comments from local teacher:

The supervisor has been to my room three times. I told her I would like to see a teaching demonstration. However, she didn't give any.

Comments from another local executive head:

We've definitely made a step toward the right goal. Some teachers opposed the supervisor but she has made a fine start.

Our major problem here is the fear and resentment of older teachers. In their eyes the supervisor was "suspect" from the beginning because she had had big city experience. Some older teachers had the idea that they knew what they were doing and nobody could "tell" them.

Supervision should be approached from the angle of a service function from the county office. The supervisor is there to help and not to criticize. She is a reference person who would like to be invited.

Comments from a local teacher in this school:

Money to pay the supervisor could be better spent for a psychologist or for a teacher for retarded children. The supervisor has been "nice" but has done very little good. She said she would come only on invitation but always found a way to want something or to see something we were doing and in that way came when she wasn't invited.
IV. SUMMARY OF MAJOR POINTS

A number of problems were revealed through interviews described in Part III of this chapter. Some of these problems were also revealed in the questionnaire responses. Some of the major issues that came to light were as follows:

Problems revealed. There appeared to be a lack of understanding on the part of teachers (and in some cases administrative school personnel) as to the real purpose of supervision. There was a conflict in ideas at the county and local levels concerning the role of the supervisor. In some cases this divergence of thought was such that there seemed to be very little empathy and understanding of the county program at the local level.

Another concern was the lack of acceptance of the supervisor by many county teachers. Teachers often had a fear of the supervisor's visits. Older teachers who returned to teaching after rearing a family had the fear that their work was not adequate. Rather than welcoming the supervisor's help, they also resented her visits because of weaknesses that they imagined she might find.

Yet another issue was the lack of uniformity in program at the various local schools in the same county. For example, some uniformity in a county reading program would have been valuable because of lowered expense (lower prices for a county-wide purchase of textbooks) and because a better program could result through sharing
of ideas and a study of reading on a county-wide basis. Some counties had a lack of such uniform practices in the reading program.

There was a lack of trained supervisors. Some new supervisory programs under the Foundation Program were established rather hurriedly. Teachers who taught well, psychologists, individuals who carried on a testing program, and others untrained for supervision were quickly made supervisors.

Another problem revealed by interview was the seemingly serious difficulty that county teachers had in attending county-wide meetings ten to twenty miles from their local school.

**Common agreements concerning supervision.** This interview study revealed that there were some agreements common to the thinking of most professional county personnel.

Most professional people in the counties with new supervisory programs saw the job of supervision as only barely begun. Personnel in many counties were planning to provide greater service through an expanded program using more supervisors, development of curriculum aids centers, and organization of county libraries.

There appeared to be common agreement among most personnel that the program of supervision should move slowly and carefully and that all administrative personnel should be kept constantly informed of the progress of the program and given opportunity to share in the planning.

There was agreement that supervisors need to be extremely diplomatic and patient. Contacts with teachers and other
school personnel should always be on a cordial, friendly, and helpful basis.

Teachers so often stressed the idea that the county superintendent and local executive heads to a great extent have the key to development of good relations in the supervisory program through initially arranging social and professional meetings where the supervisor is introduced and teachers are acquainted with her plans.

Conflicts in educational values. Some conflicts in educational values were apparent as a result of interview with teachers and county administrative personnel.

Most county superintendents pictured the supervisor as one who actively visited local teachers and arranged professional meetings as the need was apparent to the county office. Some local executive heads saw the role of the supervisor as a service person who was called to provide professional supervisory help at the request of local school personnel.

Most supervisors pictured themselves as professional people giving professional help in clearing up an educational problem of common concern to the supervisor and the teacher, principal, or executive head. Many teachers believed that the supervisor had come to criticize and perhaps to rate what the teacher was doing. There was a fear of imagined unrealities rather than a desire for welcome and valued help with a difficult educational problem. Some county teachers also had a mistaken view of the supervisor as one who came solely for the purpose of testing pupils.
In many cases the county superintendent (and the executive heads) had one set of values concerning the work of the supervisor. County board of education members had another set of values as a result of their limited view and limited experience with a program of supervision. Some board members believed that the job of the supervisor was entirely that of visiting teachers in the classroom.

As the summary of major points above would indicate, the relationship of the county superintendent and executive head to supervision and the supervisory program is very crucial. What the county superintendent does in orientation of executive heads and teachers to the new supervisor could lead to her acceptance or rejection.

Information revealed through the county superintendent and executive head questionnaires is presented in the next chapter. The role played by each is distinct, but cooperation on the part of both is so necessary to the success of the supervisory program.
CHAPTER V

REPORT OF QUESTIONNAIRE RESULTS

(COUNTY SUPERINTENDENT AND EXECUTIVE HEAD)

Results of the questionnaire study of the county superintend- dent and executive head were presented together in this chapter because of the similar nature of the role that each played in the organization and administration of the supervisory program.

In spite of the complementary and participatory relationship of the supervisor and the teacher in the function of supervision, it was necessary to present the results of the teacher and supervi sor questionnaire results in two separate chapters (VI and VII) because of the extensive nature of the results obtained in each questionnaire.

Originally the writer and his adviser agreed upon the presentation of all material in two categories: (1) new supervisory programs, and (2) supervisory programs organized for one or more years. This was assumed to be a logical division of categories because the supervisory program in operation for more than one year would have different problems and be in another stage of development than the program that was just initiated.

This same idea was also suggested in a letter from a county superintendent who was quite interested in this study. He wrote:

... we have been developing our program for four years, and feel that this year is really the first year that it
has been operating at an optimum efficiency. In a
great many counties in Ohio they are attempting super-
vision for the first time. Many of the programs that
have been placed in operation have simply meant adding
an elementary supervisor, period. In our book it is
extremely difficult to evaluate such a program. We took
an entire year working with the local school heads,
teachers, boards of education, and community leaders
before we determined the direction in which we wanted
to develop. The passage of legislation creating county
supervisory units has been a blessing to our program.
We could not have gone as far as we have without it;
but the reason we consider our program one of the best
in the state from the county standpoint is, first of all,
because we planned it for a long time, and had whole-
hearted cooperation from the entire school staff in
the county.

Consequently we think that to make comparisons or
evaluations of the various county programs at the present
time is unwise. There are many of the counties who are
starting this year who will change their pattern after
they have operated for a year's time. There is a strong
possibility that members of the legislature will make a
hasty evaluation based on some of the county programs
that are not too directional in their planning. To be
fair with your evaluation program I think you should
classify it into those counties prior to 1956-57, and
into those counties that are just now getting started.
I am quite sure that you will find a great diversity
based on the local conditions and the extent of sound
planning used.

This concerned county superintendent was partly right, as will
appear later in the diversity of organization of the supervisory
programs. Nevertheless, careful and deliberate study of ques-
tionnaire and interview results in the case of the county super-
intendent, executive head, supervisor, and teacher actually showed
noticeable differences in only a few cases in the comparison between
the new supervisory programs and those that had been organized for
several years. Apparently problems in all programs of supervision
(except for the initial organization stage) continued to be very
similar during the years that the program progressed.

Since there are only negligible difference in the questionnaire
results between older and newer supervisory programs, the results
of questionnaire study are presented as a total picture in all
counties participating. Since, however, results of all questionnaires
were tallied under two categories (newer and established programs)
any major or noticeable differences between programs earlier or more
recently organized are especially stressed in discussion of ques-
tionnaire material as it is presented. (All questionnaires are
grouped as a unit in Appendix A of this manuscript.)

I. INTERPRETATION OF COUNTY SUPERINTENDENT

QUESTIONNAIRE STUDY

In an effort to determine the philosophy of supervision under
which county superintendents administered their programs the follow-
ing question listed in Table II was asked in the county supervisor
questionnaire:
<table>
<thead>
<tr>
<th>Question</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What phrase below probably best describes supervision in this county? (Please check one.)</td>
<td></td>
</tr>
<tr>
<td>a. Directing the school program and inspecting the results of teaching</td>
<td>10</td>
</tr>
<tr>
<td>b. Giving teachers freedom and allowing the program to develop as individual teachers get new insight</td>
<td>8</td>
</tr>
<tr>
<td>c. Giving direction to and providing critical evaluation of the instructional process</td>
<td>3</td>
</tr>
<tr>
<td>d. Helping school personnel define what they are going to do, thinking with them about ways of doing it, assisting them in executing the plans, and evaluating the results with them</td>
<td>79</td>
</tr>
</tbody>
</table>
These statements of a philosophy of supervision had varying connotations and inflections of range from an autocratic interpretation of supervision to a modern democratic concept. Item "a" infers supervision of an authoritarian traditional nature. Item "b", as a philosophy, fits the person who allowed the program to operate as it would, the laissez-faire individual. Items "c" and "d" have more or less the same philosophical implications of the modern democratic program of supervision. Item "d" is no doubt professionally most acceptable. Kimball Wiles refers to the democratic program of supervision as "helping others define what they are going to do, thinking with them about ways of doing it, assisting them to execute the plans, and evaluating the results with them."\(^1\)

It was interesting to note in the county superintendent questionnaire results that seventy-nine per cent of the county superintendents checked item "d", three per cent checked item "c", eight per cent checked item "b", and ten per cent checked item "a".

From the data received one can conclude that a great majority of the county superintendents of Ohio organized their programs of supervision under the democratic concept of modern supervision. Only nineteen per cent of the county superintendents either believed in letting the program develop as it would or guided the supervisory program in a more or less autocratic manner.

\(^{1}\text{Wiles, op. cit., p. 16.}\)
In a study of question two of the county superintendent's questionnaire (Supervision with trained supervisors has been a part of the instructional program in this county for what period of time?), it was found that forty-eight per cent of the county supervisory programs were started within the past year (1956-57), seven per cent had been in operation three years, and forty-five per cent had been organized for a period of more than five years. Results of this survey may not have given a true interpretation of the development of supervisory programs over the state since counties originally were selected on the basis of an equal number of counties with older and more recently established programs. The material presented in Table III, however, does give a complete record of the counties that participated in this study.

In an effort to find the problems that confronted county superintendents in developing a program of supervision the following question was asked:

3. Check below (X) all items which indicate the problems that have confronted you and your staff in developing a program of supervision; then place a second check mark (XX) in the blanks which indicate the most serious problems.

a. Finding a qualified supervisor
b. Financing an instructional supervisor.
c. Evaluating the instructional program.
d. Acceptance of the supervisor by the community.
e. Acceptance of the supervisor by the teachers.
f. Acceptance of the supervisor by executive heads.
g. Defining the role of the supervisor.
h. Organizing and administering supervisory services.
i. Evaluation of the work of the supervisor.
j. Other ____________________________
<table>
<thead>
<tr>
<th>Age of Supervisory Program</th>
<th>Number of Counties Studied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than one year</td>
<td>48%</td>
</tr>
<tr>
<td>two years</td>
<td>0</td>
</tr>
<tr>
<td>three years</td>
<td>7%</td>
</tr>
<tr>
<td>four years</td>
<td>0</td>
</tr>
<tr>
<td>five years</td>
<td>0</td>
</tr>
<tr>
<td>More than five years</td>
<td>45%</td>
</tr>
</tbody>
</table>
As shown in Table IV, page 111, many county superintendents indicated that there are problems with supervision.

Twenty-one per cent of all county superintendents answering questionnaires indicated that "finding a qualified supervisor" proved to be a concern in developing a program of supervision; twenty-two per cent of the county superintendents indicated that this was one of the most serious problems. In other words a total of forty-three per cent of the county superintendents listed this as an issue to be considered.

Fourteen per cent of all superintendents indicated that, even though the state pays supervisors' salaries up to a certain maximum, "financing an instructional supervisor" was still a problem. Seven per cent indicated that this was serious. It appeared contradictory that with the new supervisory salary feature of the Foundation Program just starting twenty-one per cent (one-fifth) of all county superintendents should still consider this an issue. However, when one realizes that the maximum amount that could be paid for a supervisor's salary by the state according to law is $6,833, the reason for the problem is evident. The State of Ohio pays for a supervisor with an M.A. $4,100 plus 25 per cent of a total of $5,125. If a supervisor works beyond the number of months in the regular school year, her additional salary is computed on the basis of 1/9, 2/9, or 3/9 of $4,100 depending upon whether this period of extra work is one, two, or three months. Those counties
TABLE IV
PERCENTAGE OF COUNTY SUPERINTENDENTS WHO INDICATED PROBLEMS IN SUPERVISION

<table>
<thead>
<tr>
<th>Problems in Supervision</th>
<th>Per cent of county superintendents listing items as problems</th>
<th>Per cent of those who listed items as serious problems</th>
<th>Total Per Cent Listing items as problems</th>
<th>Per cent not indicating these items as problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Finding a qualified supervisor</td>
<td>21</td>
<td>22</td>
<td>43</td>
<td>57</td>
</tr>
<tr>
<td>b. Financing an instructional supervisor</td>
<td>14</td>
<td>7</td>
<td>21</td>
<td>79</td>
</tr>
<tr>
<td>c. Evaluating the instructional program</td>
<td>46</td>
<td>7</td>
<td>53</td>
<td>47</td>
</tr>
<tr>
<td>d. Acceptance of the supervisor by community</td>
<td>13</td>
<td>4</td>
<td>17</td>
<td>83</td>
</tr>
<tr>
<td>e. Acceptance of the supervisor by teachers</td>
<td>14</td>
<td>7</td>
<td>21</td>
<td>77</td>
</tr>
<tr>
<td>f. Acceptance of the supervisor by executive heads</td>
<td>7</td>
<td>0</td>
<td>7</td>
<td>93</td>
</tr>
<tr>
<td>g. Defining the role of the supervisor</td>
<td>32</td>
<td>21</td>
<td>53</td>
<td>47</td>
</tr>
<tr>
<td>h. Organizing and administering supervisory services</td>
<td>42</td>
<td>14</td>
<td>56</td>
<td>44</td>
</tr>
<tr>
<td>i. Evaluation of the work of the supervisor</td>
<td>36</td>
<td>22</td>
<td>58</td>
<td>42</td>
</tr>
</tbody>
</table>
who find it necessary to pay more than this computed amount (some pay $7,500) provide funds for the county supervisor from the "B" part of the budget.

Under the item, "evaluating the instructional program" forty-six per cent of all county superintendents indicated that this was a problem. Seven per cent showed that it was serious. Whether county superintendents consider this of concern to themselves or to the supervisor (or both), of course, was not indicated. Nor was there an indication as to whether county superintendents felt a lack of necessary training to adequately evaluate the instructional program, whether a lack of necessary time was the issue, or exactly what prevented county superintendents from feeling more competent about this vital part of the administrator's duties.

Apparently there was not a big problem in the county program of supervision with relation to "acceptance of the supervisor by the community." Thirteen per cent of county superintendents, however, indicated that this was a problem, and four per cent indicated that this was serious.

About one-fifth of all county superintendents, or a total of twenty-one per cent, indicated that "acceptance of the supervisor by the teachers" is a problem. Seven per cent showed that this was of serious concern. As stated in a previous chapter concerning interviews of county teachers and supervisors this appeared to be a "touchy" problem that didn't always seem to be apparent to supervisors. The success or failure of the program of supervision could depend upon
the ability of the supervisor to establish rapport, trust, and confidence in the minds of teachers. Local executive heads and county superintendents have a big responsibility for coordination in this respect.

County superintendents indicated that only seven per cent of their group believed the "acceptance of the supervisor by the executive head" to be a serious problem. None indicated that this was a profoundly serious problem.

In "defining the role of the supervisor" thirty-two per cent of all responding county superintendents indicated a concern. The problem with relation to role seemed to involve several points of conflict. There was the issue of determination of role of the supervisor as a resource person on call or as one who regularly made unscheduled visits to classrooms where help was needed. There was the problem of determination of the role of the supervisor with relation to executive heads and to principals, the role of the supervisor with relation to the community, and others. Twenty-one per cent of all superintendents listed this as serious. Thus a total of fifty-three per cent of all county superintendents indicated the determination of role as a major problem.

The two problems which the responses on the county superintendents' questionnaires indicated were the hardest problems to solve were: (1) "organizing and administering supervisory services" and (2) "evaluation of the work of the supervisor." Fifty-six per
cent of all county superintendents indicated that the first was a major problem and fifty-eight per cent indicated that evaluation was a problem. Twenty-two per cent of those responding stated that "evaluation of the work of the supervisor" was of serious concern. Evidently county superintendents and boards of education found the organization and administration of supervisory services to be so difficult because the program was new and their background of knowledge for its administration and organization was limited. There was evidence of this lack of sufficient knowledge for adequate pre-planning in some few counties (where the writer interviewed school personnel). The role of the supervisor was not defined and the county superintendent and supervisor seemed not sufficiently aware of apparent deficiencies in the program.

Another question asked of county superintendents sought to determine what types of assistance might be given by the State Department of Education or what procedures county school personnel might take to help themselves develop a more efficient program of supervision.

What practices or types of assistance would most likely improve supervision in this county? Please show by a check mark (X) in the proper blank if you believe that the assistance indicated would (1) be of great value, (2) be of some value, (3) be of little value. Please check, also, in the fourth column if the service is already given.

a. Providing more consultant service in the State Department Office,
b. Providing more consultant (field) service at the local level.
c. Publishing a State Department News letter which reports supervisory activities over the state.
d. Developing better courses in supervision in colleges and universities.
e. Organizing workshops for supervisors (planned by State Department).
f. Adding additional staff in the field of special supervision (art, music, physical education).
g. Adding additional staff in the field of general supervision.
h. Scheduling regular monthly meetings of supervisor, executive heads, and county superintendents.
i. Preparation of a course of study for the county.
j. Encouraging broader parent participation in improving the instructional program.
k. Providing clerical help for the supervisor.

In answering this question some county superintendents checked a few items but not all. This accounts for the wide range in number of responses received for the various items.

In order to avoid confusing the reader with more figures in an already involved table, no attempt was made in Table V to give percentage ratios.

As indicated in the table all of the types of assistance listed were considered by most county superintendents as being of great value or of some value. In only two instances did county superintendents show that a proposed procedure was not already in action. These were "publishing a State Department news letter which reports supervisory activities over the state" and "Developing better courses in supervision in colleges and universities." The following types of assistance were listed by more superintendents as being already in action.
### TABLE V

NUMBER OF COUNTY SUPERINTENDENTS WHO INDICATED VARIOUS ACTIVITIES AS BEING HELPFUL IN IMPROVING SUPERVISION

<table>
<thead>
<tr>
<th>Activity</th>
<th>Of great value</th>
<th>Of some value</th>
<th>Of little value</th>
<th>Already in action</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Providing more consultant service in the State Department Office.</td>
<td>9</td>
<td>5</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>b. Providing more consultant (field) service at the local level.</td>
<td>8</td>
<td>5</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>c. Publishing a State Department News letter which reports supervisory activities over the State.</td>
<td>11</td>
<td>4</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>d. Developing better courses in supervision in colleges and universities.</td>
<td>12</td>
<td>7</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>e. Organizing workshops for supervisors (planned by State Department).</td>
<td>7</td>
<td>8</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>f. Adding additional staff in the field of special supervision (art, music, physical education).</td>
<td>8</td>
<td>7</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>g. Adding additional staff in the field of general supervision.</td>
<td>6</td>
<td>9</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>h. Scheduling regular monthly meetings of supervisor, executive heads, and county superintendents.</td>
<td>8</td>
<td>1</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td>i. Preparation of a course of study for the county.</td>
<td>11</td>
<td>3</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td>j. Encouraging broader parent participation in improving the instructional program.</td>
<td>6</td>
<td>8</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>k. Providing clerical help for the supervisor.</td>
<td>8</td>
<td>5</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>l. Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
"Scheduling regular monthly meetings of supervisor, executive heads, and county superintendents."

"Preparation of a course of study for the county."

"Encouraging broader parent participation in improving the instructional program."

"Providing clerical help for the supervisor."

It was encouraging to note that regularly scheduled monthly meetings of supervisor, executive heads, and the county superintendent were already in action in fourteen counties responding. It was interesting to see that fourteen out of sixteen superintendents responding believed that encouraging broader parent participation was a procedure of some or great value. Nine out of twenty-eight county superintendents indicated that parent participation in improving the instructional program was already a helpful type of assistance.

In comparing the results of questionnaires from counties having new supervisory programs with those from counties having older established programs certain differences not indicated in Table V were worth noting. In the type of assistance listed under "f" and "g", "adding additional staff in the field of special or general supervision," a total of twelve county superintendents from counties with older programs indicated that this would be of great value. However, only two superintendents from counties with new programs indicated that this would be of great value. This could be interpreted to mean that superintendents with established programs saw
the value of adding additional staff and were ready to do so, but superintendents in counties with new programs were consolidating their new programs, completing the organization of the programs, and were not yet ready to add more general or special supervisors.

It was worth noting also in this same comparison that eight county superintendents with new programs of supervision believed that "providing more consultant service in the State Department Office" was a type of assistance of great value. However, in the case of older supervisory programs only one county superintendent listed this as of great value. This could indicate that superintendents having established programs were more confident about what they were accomplishing and felt less need for help from the State Department, and superintendents with recent programs desired more assistance from State Department personnel.

Before leaving this question, the writer desires to make one more comment concerning item "d" in Table V. Nineteen county superintendents indicated they believed that "developing better courses in supervision in colleges and universities" would be a type of assistance of great value. The inclusion of this item in the question was for the purpose of discovering attitudes of county superintendents. If they thought that universities and colleges were doing a second rate job, then a problem existed.

It was questionable whether county superintendents were aware of excellent courses in supervision now being given by our Ohio
colleges and universities. Programs and courses for study of administration and supervision have been undergoing rapid changes in recent years. There would seem to be consistent evidence that these programs are being appreciably improved.

Under item "1- other" in Table V the following were added by county superintendents as types of assistance that would be helpful in making supervisors and supervisory programs more efficient:

a. We plan to work more with educational aids such as films, bulletins, etc., on a county basis.

b. There should be a period of practice under a good supervisor for the student-supervisor (comparable to student teaching).

c. Supervisors should make monthly visitations to outstanding school systems.

d. We plan to equip the county office to do a higher quality of work in publishing bulletins and reports.

e. We plan to have three or four regional county meetings.

In the last question to county superintendents it was requested that they "please add any information that would be of help in evaluating the whole program of supervision under the new Foundation Program." Answers received were worth listing.

1. "We prefer the term curriculum coordinator because of the connotation associated with supervisor."

2. "When supervision becomes demanding upon a teacher's time to such an extent that it detracts from the classroom, we have gone too far."
3. "The program has worked very well for us so far. We were fortunate in finding two well qualified and capable people to carry on this work. The success of our program is due to the fine ability of our supervisors."

4. "There exists among the county superintendents of Ohio a wide variation in their philosophy of the function of the office of county superintendent. Broadly stated philosophies range from one extreme to another in a line-staff continuum. Perhaps this philosophical orientation of the county superintendent should be recognized when viewing questionnaires."

5. "There should be opportunity for the building principals to develop with their faculties a statement concerning progress of the year and its association with supervision. The county superintendents should then have opportunity to express critical evaluation of this same progress in the entire county."

6. "It would seem that meetings that would help to bring together the administrators and the leaders in supervision on the state and perhaps the college level to help give support to ideas that supervisors are presently working on would be helpful. At present a number of supervisors feel held back by lack of complete sympathy and acceptance of what the supervisors are trying to do. Administrators do not view the need for change as seriously as do supervisors."

7. "It is very profitable to have a 'council on instruction' representative of various grade levels."

8. "Adoption of a salary schedule is more imperative. It could be in terms of average salaries in the same counties. Metropolitan areas such as ours require higher salaries than the present state allowance for supervisors."

9. "Further classification of part "B" of the county board budget would help. A good supervisory program calls for more clerical service and testing materials. More liberal state funds for part "B" are needed in counties carrying on a good program."

10. "Supervisors should develop written policies in their particular field."
11. "Travel expense is too limited to allow for necessary attendance of supervisors at State and National meetings. I believe there should be a state-wide salary schedule for supervisors to insure that poorer counties can compete with others."

II. INTERPRETATION OF EXECUTIVE-HEAD QUESTIONNAIRE STUDY

The first question asked in the questionnaire to executive heads was exactly the same as that asked of county superintendents, "What phrase probably best describes supervision in this county?"

Of the fifty-three executive heads who responded to this questionnaire exactly three-fifths indicated that "d", (Table VI) was their preference as a description of the local program of supervision. In addition thirteen per cent checked item "c". This was an indication that a total of seventy-three per cent of the executive heads held a democratic philosophy of supervision. Eighteen per cent checked item "b", the statement indicating a laissez-faire attitude, and nine per cent indicated that item "a", "directing the instructional program and inspecting the results of teaching" fit their philosophy of supervision.

In the second question to executive heads an effort was made to determine the problems encountered in developing a program of supervision. This question was very similar to the one asked of county superintendents.

"Check below (X) all items which indicate the problems that at some time have confronted you, your staff and community in organizing the present program of supervision; then place a second check mark (X) in the blank which indicates the most serious problems."
TABLE VI

NUMBER AND PERCENTAGE OF EXECUTIVE HEADS
INDICATING A CERTAIN PHILOSOPHY OF SUPERVISION

<table>
<thead>
<tr>
<th>Type of Supervision</th>
<th>Number of Ex. Heads</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Directing the instructional program and inspecting the results of teaching</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>b. Giving teachers freedom and allowing the program to develop as individual teachers gain new insights.</td>
<td>10</td>
<td>18</td>
</tr>
<tr>
<td>c. Giving direction to and providing critical evaluation of the instructional process.</td>
<td>7</td>
<td>13</td>
</tr>
<tr>
<td>d. Helping school personnel define what they are going to do, thinking with them about ways of doing it, assisting them in executing the plans, and evaluating the results with them.</td>
<td>31</td>
<td>60</td>
</tr>
</tbody>
</table>
Table VII, page 124, shows the problems listed in the question and also indicates the results on the question concerning the problems encountered.

Executive heads apparently considered their greatest concerns with supervision to be those of finding sufficient time to confer with the supervisor and also making the best use of limited time that the supervisor's service is available to the local school. The first of these two problems was listed by sixty-eight per cent of all executive heads and the latter by sixty per cent. Many executive heads considered these to be serious.

Fifty per cent of all executive heads considered "defining the role of the supervisor" as a problem.

Only ten per cent checked "acceptance of the supervisor by the community" as a problem. Apparently the community was not aware of the supervisory program or else a good job of community orientation had been accomplished by the supervisor and executive head.

Eleven per cent of all executive heads checked item "g" as a problem. This pertained to "a teacher or staff morale problem resulting from the inexperience of the supervisor." It is worth noting here that the eleven per cent consisted entirely of executive heads who were working with a new supervisor and a new program of supervision.
<table>
<thead>
<tr>
<th>Item Description</th>
<th>Per cent of exec. hds. listing items as problems</th>
<th>Per cent of those who listed items as serious problems</th>
<th>Total per cent of those listing items as problems</th>
<th>Per cent of those not listing items as problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Acceptance of the supervisor by the teachers</td>
<td>32</td>
<td>8</td>
<td>40</td>
<td>60</td>
</tr>
<tr>
<td>b. Acceptance of the supervisor by the community</td>
<td>10</td>
<td>0</td>
<td>10</td>
<td>90</td>
</tr>
<tr>
<td>c. Defining the role of the supervisor</td>
<td>42</td>
<td>8</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>d. Duplication of administrative effort</td>
<td>11</td>
<td>6</td>
<td>17</td>
<td>83</td>
</tr>
<tr>
<td>e. Finding sufficient time to confer with supervisors</td>
<td>45</td>
<td>15</td>
<td>60</td>
<td>40</td>
</tr>
<tr>
<td>f. Making the best use of limited time that supervisor's services are available</td>
<td>38</td>
<td>30</td>
<td>68</td>
<td>32</td>
</tr>
<tr>
<td>for each county school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. A teacher or staff morale problem resulting from inexperience of the supervisor</td>
<td>11</td>
<td>0</td>
<td>11</td>
<td>89</td>
</tr>
</tbody>
</table>
The third question to which the executive heads were asked to respond read as follows:

In order to clarify precisely what is the role of the supervisor in being of most service to local schools, place a check mark (X) in the "yes" column if the statement definitely describes a supervisory responsibility. Place a check mark (X) in the "no" column if the statement described is not a supervisory responsibility.

This question was an attempt to determine, if possible, a conflict in the attitude of the executive head and supervisor concerning the role or duties of the supervisor in serving the local school.

For the sake of brevity the statements of possible supervisory activities listed in question three are not repeated here but the reader may refer to these in Table VIII, page 126.

With the exception of the six statements below, all of those listed in the question were statements indicated by current authors as possible services of the supervisor. They could thus be considered as supervisory duties. Those that could be marked as questionable supervisory services, and yet at times valuable in improving classroom instruction, are:

a. Aid substitute teachers in meeting their responsibilities.

b. Do actual demonstration teaching.

c. Give a written report to the executive head of the supervisor's evaluation of the efficiency of teachers.

d. Attend faculty meetings of each individual local school.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Yes No.</th>
<th>Yes %</th>
<th>No. No.</th>
<th>No %</th>
<th>Not Responding No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Aid substitute teachers in meeting their responsibilities</td>
<td>13</td>
<td>25</td>
<td>28</td>
<td>53</td>
<td>12</td>
</tr>
<tr>
<td>b. Assist executive heads in promotion of an effective in-service training program</td>
<td>51</td>
<td>96</td>
<td>2</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>c. Meet with adult groups to interpret the instructional program to community</td>
<td>29</td>
<td>55</td>
<td>20</td>
<td>38</td>
<td>4</td>
</tr>
<tr>
<td>d. Work with special supervisors (art, music, etc.) in coordinating the instructional program</td>
<td>43</td>
<td>81</td>
<td>10</td>
<td>19</td>
<td>0</td>
</tr>
<tr>
<td>e. Work with teachers in interpreting test results</td>
<td>43</td>
<td>81</td>
<td>10</td>
<td>19</td>
<td>0</td>
</tr>
<tr>
<td>f. Help teachers in solving problems of class management</td>
<td>33</td>
<td>62</td>
<td>19</td>
<td>36</td>
<td>1</td>
</tr>
<tr>
<td>g. Work as a resource consultant in group study meetings</td>
<td>49</td>
<td>92</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>h. Do actual demonstration teaching</td>
<td>21</td>
<td>40</td>
<td>25</td>
<td>47</td>
<td>7</td>
</tr>
<tr>
<td>i. Act as a participant in curriculum studies</td>
<td>47</td>
<td>90</td>
<td>6</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>j. Act as group leader in curriculum studies</td>
<td>35</td>
<td>65</td>
<td>12</td>
<td>22</td>
<td>6</td>
</tr>
<tr>
<td>k. Arrange demonstration teaching (by a classroom teacher)</td>
<td>34</td>
<td>64</td>
<td>14</td>
<td>26</td>
<td>5</td>
</tr>
<tr>
<td>l. Meet with the executive head and the board of education</td>
<td>26</td>
<td>49</td>
<td>23</td>
<td>44</td>
<td>4</td>
</tr>
<tr>
<td>m. Help the executive head in determining policies affecting instruction</td>
<td>42</td>
<td>79</td>
<td>8</td>
<td>15</td>
<td>3</td>
</tr>
<tr>
<td>n. Work with individual teachers in improving instruction</td>
<td>48</td>
<td>90</td>
<td>5</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>o. Give a written report to the executive head of the supervisor's evaluation of the efficiency of teachers</td>
<td>26</td>
<td>49</td>
<td>24</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td>p. Plan conferences and workshops to improve teacher understanding of teaching techniques and the instructional program</td>
<td>50</td>
<td>94</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>q. Assist teachers in finding resource material (films, charts, etc.)</td>
<td>45</td>
<td>84</td>
<td>5</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>r. Attending faculty meetings of each individual local school</td>
<td>17</td>
<td>32</td>
<td>31</td>
<td>58</td>
<td>5</td>
</tr>
<tr>
<td>s. Checking height of desks and rearranging a certain classroom (with the teacher) to increase physical comfort of pupils</td>
<td>3</td>
<td>6</td>
<td>44</td>
<td>82</td>
<td>6</td>
</tr>
<tr>
<td>t. Seeking the services of college or university personnel for staff conferences and discussion</td>
<td>42</td>
<td>79</td>
<td>10</td>
<td>19</td>
<td>1</td>
</tr>
<tr>
<td>u. Previewing and evaluating instructional material for possible purchase</td>
<td>28</td>
<td>53</td>
<td>20</td>
<td>37</td>
<td>5</td>
</tr>
<tr>
<td>v. Sharing with executive heads materials on recent findings and new trends in education</td>
<td>49</td>
<td>92</td>
<td>3</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>w. Helping to develop better understanding and working relationships between schools in this county</td>
<td>41</td>
<td>77</td>
<td>7</td>
<td>13</td>
<td>5</td>
</tr>
<tr>
<td>x. Making a routine visit to all classrooms</td>
<td>21</td>
<td>40</td>
<td>22</td>
<td>41</td>
<td>10</td>
</tr>
</tbody>
</table>
e. Checking height of desks and rearranging a certain classroom (with the teacher) to increase physical comfort of pupils.

f. Making a routine visit to all classrooms.

It is interesting to see in the table that all those supervisory activities indicated previously by the writer as being acceptable by current authors on supervision were checked by more than a majority of executive heads as their idea of the role of the supervisor. It was also worth noting that the six items "a, h, o, r, s, and x" listed as being questionable supervisory duties, were those so marked by executive heads. In the case of each of these items, except item "o", more than one half of the executive heads responding indicated that in their opinion these items were not part of the role of the supervisor. In the case of item "o", "Give a written report to the executive head of the supervisor's evaluation of the efficiency of teachers," which is questionable as a part of supervisory duties, fifty per cent of all executive heads indicated that this was in the line of supervisory duties and forty-five per cent indicated that it was not. The same percentage of executive heads indicated that item "l" was debatable as a part of the supervisor's role.

In other words Table VIII definitely indicated that in a list of duties that indicate the possible role of the supervisor, the choice of executive heads concerning activities that fit the supervisory role correspond almost completely with what authorities in
the field indicate are good supervisory practices. Executive heads were divided in their choice of those activities which were questionably a part of the supervisor's duties.

The fourth question submitted to the executive heads was similar to one asked of county superintendents concerning activities that would help to make the program of supervision better.

What practices or types of assistance would most likely improve supervision in this county? Please show by a check mark (X) in the proper blank if you believe that the assistance indicated would (1) be of great value, (2) be of some value, (3) be of little value. Please check also in the fourth column if the service is already given.

The practices listed may be found in Table IX, page 129. In this table also are data showing the executive heads' response to this question.

Apparently the fifty-three executive heads involved in this study viewed favorably all types of practices or assistance listed that might be helpful in improving the supervisory program. Those items checked most as being "of great value" are:

Providing more consultant field service at the local level.

Developing better courses in supervision in colleges and universities.

Organizing workshops for supervisors.

Scheduling regular monthly meetings of supervisor, executive heads, and county superintendent.

Preparation of a course of study or curriculum guide for the county.
### TABLE IX

**NUMBER OF EXECUTIVE HEADS WHO INDICATED VARIOUS ACTIVITIES AS BEING HELPFUL IN IMPROVING SUPERVISION**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Of Great Value</th>
<th>Of Some Value</th>
<th>Of Little Value</th>
<th>Already in Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Providing more consultant service at the State Department Office</td>
<td>12</td>
<td>27</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>b. Providing more consultant (field) service at the local level</td>
<td>23</td>
<td>18</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>c. Publishing a State Department News letter which reports supervisory activities over the State</td>
<td>14</td>
<td>21</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>d. Developing better courses in supervision in colleges and universities</td>
<td>25</td>
<td>13</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>e. Organizing workshops for supervisors (planned by State Department)</td>
<td>23</td>
<td>18</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>f. Adding additional staff in the field of general supervision</td>
<td>16</td>
<td>17</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>g. Adding additional staff in the field of special supervision (art, music, physical education)</td>
<td>16</td>
<td>20</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>h. Scheduling regular monthly meetings, supervisor, executive heads, and county superintendent</td>
<td>23</td>
<td>11</td>
<td>5</td>
<td>21</td>
</tr>
<tr>
<td>i. Preparation of a course of study and/or curriculum guide for the county</td>
<td>21</td>
<td>8</td>
<td>3</td>
<td>23</td>
</tr>
<tr>
<td>j. Encouraging and providing for broader parent participation in improving the instructional program</td>
<td>9</td>
<td>26</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>k. Providing clerical help for the supervisor</td>
<td>18</td>
<td>17</td>
<td>6</td>
<td>10</td>
</tr>
</tbody>
</table>
When check marks under both "of some value" and "of great value" were totaled, indications were that three types of assistance were considered of most importance:

Providing more consultant field service at the local level.

Organizing workshops for supervisors.

Providing more consultant service at the State Department office.

The fact that "providing more consultant field service" was checked in both lists as a practice "of great value" could indicate that executive heads apparently are in need at the local level of more consultant help from the State Department office. It is, however, possible that the question was not understood completely. Some executive heads may have thought that the item referred to consultant service other than the State Department. (The item did not actually mention "State Department," but it was assumed that this thinking would be a carry over from the first question.) Some executive heads could actually have been thinking of more local consultant service as more supervisors. The response to this item, therefore, may not be too valid.

Item "f" listed "adding additional staff in the field of general supervision" and item "g" listed "adding additional staff in the field of special supervision." Results listed after these items indicate that executive heads were highly favorable toward
the possibility of adding additional general and special supervisors
to the county supervisory program.

"Scheduling regular monthly administrative meetings" and
"preparation of a course of study or curriculum guide" are listed
by executive heads as a valuable type of practice. Data also shows
that many executive heads listed these two types of assistance as
being already in action in their local area.

Interestingly enough approximately two-thirds of all executive
heads who responded to item "j" indicated that "encouraging and
providing for broader parent participation in improving the in-
structional program" would be a practice of "great" or "some value."
Only three, however, of thirty-five who responded indicated that
this was being done.

III. COMPARISON OF FINDINGS IN EACH STUDY

In comparing the manner in which county superintendents and
executive heads checked the philosophy under which they believed
their program of supervision operated, it is interesting to observe
that eighty-two per cent of the county superintendents chose the
statement which indicated a democratic philosophy but only seventy-
three per cent of the executive heads chose item "c" or "d", the
democratic concept. In like manner approximately ten per cent more
executive heads than county superintendents indicated a philosophy
that could be described as autocratic or laissez-faire. This
difference in the attitude of some executive heads concerning their
philosophy of how the program of supervision should be administered
could cause some conflict in ideas between the executive head with
an autocratic or laissez-faire philosophy and the county superintendent with a democratic philosophy of supervision.

Executive heads listed their three greatest problems in supervision (see Table VII, page 124) as those of defining the role of
the supervisor, finding sufficient time to confer with her, and
making the best use of her limited services available to the local
school. Another concern listed by almost one-fifth of the executive
heads was that of duplication of administrative effort. It would
seem that all of these problems are to some extent related and that
all could be improved by concentrating on careful definition of the
role of the supervisor. Fifty per cent of all executive heads and
fifty-three per cent of all county superintendents listed role
definition as a problem. If the role of the supervisor is carefully
defined by cooperative study of the executive head, supervisor, and
county superintendent, both the supervisor and the executive head
would understand more clearly what each expected of the other and
what each expected to accomplish. This would avoid duplication of
administrative effort on the part of the supervisor and executive
head and would make more conference time and time for supervisory
service available because of efficiency, better relations and
clearer understanding of the job to be accomplished.
The statement of fifty per cent of the executive heads that "defining the role of the supervisor" is a problem as indicated in Table VII, page 124, seemed in contrast to the interpretation of the data in Table VIII, page 126, which showed that executive heads are able to designate activities in a list that also are identified by authors of literature on the subject as included in the role of the supervisor. This would indicate that a large percentage of the executive heads are informed on what the role of the supervisor is but, since at least half of them list definition of role as a problem, more attention is needed to actually meet with the supervisor and the county superintendent for the purpose of defining the role of the supervisor. The problem seems to be partly one of lack of actual arrangement to meet and define the job as much as lack of knowledge concerning the responsibilities of a professional supervisor.

In a list of practices that would help the supervisory program county superintendents were quite favorable toward "publishing a State Department News Letter." A smaller proportion of executive heads thought that this would be of great value, but thirty-five of forty-three executive heads responding thought that the idea would be at least of some value.

"Providing more consultant service at the field or local level" was considered by both executive heads and county superintendents as being desirable and of value.
All executive heads believed that "adding additional general or special supervisors" would be of assistance. Only two county superintendents with newer programs believed that more supervisors should be added, but twelve county superintendents with established programs believed that more supervisors should be added. Apparently county superintendents with established programs were in a better position to see how fast the supervisory program was developing and whether the county school system was ready to add more supervisors than were executive heads or county superintendents with newer programs.

Most county superintendents with newer programs were eligible for more supervisors with no more cost to the county. They had, however, lived for years with no supervisors and were cautious about involvement with more supervisors for the time being. These county superintendents did expect to add more supervisors but not right away.

It was interesting to see that executive heads (as well as county superintendents) also listed developing better courses in supervision in colleges and universities" as a type of assistance which would improve supervision in the county.

In the last question for executive heads they were asked to "add any information that would be of help in evaluating the whole program of supervision under the new Foundation Program." The following responses were received.
"The program is good. More supervisors would help. Supervisors who help but do not 'boss' have the best chance to do a worthwhile job."

"Supervisors should be expertly trained for the work. So many present ones are not qualified by proper training. Many are less prepared than teachers working under them. I think each supervisor should have taught in his field ten or more years and have an M.A."

"I feel that the county supervisory program is making great progress. To me the most important problem at the present is the delegation of authority and duties to the supervisor."

"The supervisor should have more authority in working and planning."

"We need supervisory assistance in the special fields of art, music, and physical education. We are in need of a functional health program."

"In hiring supervisors they should not be nominated by the county superintendent. In smaller systems is a supervisor really needed if the county superintendent does a reasonable amount of supervision, especially with the scarcity of teachers and the fact that executive heads now have more time for supervision?"

"The program had a strong beginning in our county. The success of any school program is closely connected with the quality of its leaders."

"The need is being increased every year as teachers with two years of training and less are being employed to fill the vacancies occurring in rural areas."

"We need a supervised testing program with appropriate remedial follow-up teaching."

"The role of the supervisor needs to be clarified to all concerned."

"This program has been very satisfactory in this county. Supervisors are now giving in-service training for teachers in our school and they have participated in the testing program with gratifying results."
"The success of the supervisory program depends on the personnel and their direction. If the supervisors are dynamic and have freedom to operate their program, they can provide excellent leadership for improving instruction in the schools. We in this county are fortunate to have both and the results are most gratifying. Without the financial support of the Foundation program this would not be possible."

"I think that supervision was a great step forward in improving our instructional program. The legislature has recognized that good supervision is a necessity in our school system."

IV. A SUMMARY OF THE CHAPTER

In most cases the programs of county supervision in Ohio were organized and administered by county superintendents, executive heads, and supervisors who subscribed to the modern democratic concept of supervision. Some differences between county superintendents and executive heads may have been caused by a conflict in ideas on the democratic or autocratic nature of organization and administration of a program of supervision.

Because of the great number of supervisory programs being started within a short period of time there was quite a shortage of trained supervisors. This problem in the State of Ohio may become more acute until experience is gained by more individuals serving as supervisors now and until more teachers and administrators can be trained to adequately lead a program of supervision.

Since there were limitations to the amount that the State of Ohio paid on the county supervisor's salary, some boards of
education, in order to hire qualified supervisory personnel, found it necessary to supplement the state's contribution.

A majority of county superintendents for one reason or another considered the "evaluation of the instructional program" as a problem.

A smaller number of county superintendents listed "acceptance of the supervisor by the community" as a problem.

One fourth of all county superintendents indicated that "acceptance of the supervisor by the teachers" was a problem.

Very few superintendents believed that acceptance of the supervisor by executive heads was any serious problem.

More than half of the county superintendents listed "defining the role of the supervisor" as a major problem.

Almost sixty per cent of all county superintendents considered "organizing and administering the supervisory program" and "evaluation of the work of the supervisor" as problems of either major or serious proportions.

The majority of county superintendents were evidently convinced that there was great value (or some value) in the activities listed in this study as being helpful in improving supervision. Most of these activities were already in action in some Ohio counties.

"Publishing a State Department News letter of supervisory activities" was listed as of great value and is not now being done.

Approximately half of the county superintendents participating in this study were favorable toward encouraging broader parent
participation in the improvement of instruction. One third of the county superintendents indicated that this was already in action in their counties.

Superintendents in many counties with established programs were ready to add new general and special supervisors. Superintendents with recently established programs were consolidating their first organization and were not yet ready to increase the number of supervisors.

It is evident that more assistance needs to be given by State Department Personnel to county superintendents who are organizing and administering new programs of supervision.

County superintendents were giving thoughtful consideration to procedures that would improve the program of supervision in their county. Some hoped to add more supervisors; some were concentrating on building a library of educational materials, and others were considering how to do a higher quality of work in publishing bulletins and reports.

A consideration of salaries for supervisors was a problem to many county superintendents especially in poorer districts and in counties with large metropolitan areas. A need for more clerical service and travel expenses for the supervisor were given as reasons for study of adoption of a salary schedule for supervisors and a re-consideration of the "B" part of the county superintendent's budget.
Executive heads in this study were aware of four larger problems in supervision. These were, (1) finding sufficient time to confer with supervisors, (2) making the best use of supervisor's limited services, (3) defining the role of the supervisor, and (4) acceptance of the supervisor by the teachers.

Executive heads in a question relating to the role of the supervisor chose in all cases except one, those activities which authorities in books on supervision listed as a part of the role of the supervisor. Questionable practices in the supervisory role also were listed as questionable by a majority of executive heads.

Executive heads apparently felt the need for more consultant (field) service from the State Department office.

Data indicated that executive heads were favorable toward the possibility of adding more general supervisors to the county supervisory program. This indication was in agreement with the opinions of county superintendents whose supervisory programs had been in operation for some time. This possibility was, however, in contrast with the opinions of county superintendents of systems with new programs.

Any statement or study of the role of the executive head or county superintendent in supervision necessarily involves consideration of the attitudes, problems, and methods of classroom teachers. The next chapter presents the inter-relationship of teachers with county administrative and supervisory personnel.
CHAPTER VI

REPORT OF QUESTIONNAIRE RESULTS (TEACHER)

The teacher-supervisor relationship is one of a complementary nature. The teacher and the program of instruction are the only reasons for the existence of the supervisor. The supervisor has as her main and most important responsibility that of improving instruction by giving help to the teacher. Because of the mutually dependent nature of teacher-supervisor problems and goals, the results of the teacher questionnaire and the supervisor questionnaire are compared in Chapter VII. Because of the extensive nature of data obtained in each questionnaire, material from the teacher and supervisor questionnaires is reported in separate chapters.

I. INTERPRETATION OF TEACHER QUESTIONNAIRE STUDY

A number of problem questions were involved in the teacher questionnaire study. An attempt was made through this questionnaire to discover supervisory practices that were considered desirable and valuable by teachers, how often teachers received supervisory help within the year, problems that troubled teachers during the year, and teacher opinion of the worth of the program of supervision.

The first question in this teacher questionnaire study listed a total of thirty-nine supervisory practices that supervisors might have given as a service to teachers within the past year.
(See Table X, page 142) Teachers were asked to react to these activities according to the question that follows.

In the list below you will find a number of practices that supervisors use in working with teachers. Rate each item in the entire list by circling the appropriate letter to the right of the item according to the following code: 0-no value, not desirable. L-little value, not very desirable. C-some value, desirable. E-excellent value, highly desirable. If within the past year you did receive help of the type mentioned, please also circle the X in the last column.

All percentages in Table X are based upon seventy-nine, the number of teachers who responded to the questionnaire. In elaborating upon this question each item is listed as it was given in the questionnaire and interpreted with relation to the results as a numerical or percentage figure.

1. Supervisor makes an unexpected visit to the classroom.

Twenty-six per cent of all teachers listed this practice as of excellent value, twenty per cent considered it of some value, thirty-four per cent also listed it as of little value, and fifteen per cent considered it of no value. This indicated that a majority of classroom teachers did not like to be surprised with a supervisor’s visit. This would infer that the supervisor’s visits should be scheduled — or at least the teacher should be aware that the supervisor will visit the classroom. Fifteen per cent stating of no value and thirty-four per cent stating of little value were the highest negative percentages listed in the first two columns of all the listed supervisory practices. Twenty-six per cent in the excellent value column.
<table>
<thead>
<tr>
<th>Kind of Supervisory Help</th>
<th>Evaluation</th>
<th>None</th>
<th>Little</th>
<th>Some</th>
<th>Excellent</th>
<th>Not Evaluated</th>
<th>Received</th>
<th>Help</th>
<th>Not</th>
<th>Help</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Supervisor makes an unexpected visit to the classroom.</td>
<td></td>
<td>13</td>
<td>16</td>
<td>27</td>
<td>34</td>
<td>15</td>
<td>20</td>
<td>31</td>
<td>26</td>
<td>3</td>
</tr>
<tr>
<td>2. The supervisor visits a classroom on invitation of teacher.</td>
<td></td>
<td>2</td>
<td>3</td>
<td>9</td>
<td>11</td>
<td>8</td>
<td>10</td>
<td>31</td>
<td>39</td>
<td>22</td>
</tr>
<tr>
<td>3. The supervisor visits a classroom on receipt of local executive head.</td>
<td></td>
<td>4</td>
<td>5</td>
<td>9</td>
<td>11</td>
<td>13</td>
<td>16</td>
<td>39</td>
<td>50</td>
<td>14</td>
</tr>
<tr>
<td>4. While in the classroom, the supervisor active part in working with the children - such as guiding a helping.</td>
<td></td>
<td>3</td>
<td>4</td>
<td>11</td>
<td>13</td>
<td>16</td>
<td>27</td>
<td>34</td>
<td>37</td>
<td>14</td>
</tr>
<tr>
<td>5. The supervisor, when visiting in the classroom, sits quietly as to not disturb the class or teacher.</td>
<td></td>
<td>11</td>
<td>14</td>
<td>20</td>
<td>26</td>
<td>23</td>
<td>27</td>
<td>31</td>
<td>34</td>
<td>16</td>
</tr>
<tr>
<td>6. The supervisor helps the teacher keep up with the curriculum.</td>
<td></td>
<td>8</td>
<td>10</td>
<td>9</td>
<td>11</td>
<td>4</td>
<td>5</td>
<td>51</td>
<td>65</td>
<td>7</td>
</tr>
<tr>
<td>7. The supervisor makes an individual conference with the teacher of which the teacher does not take part.</td>
<td></td>
<td>10</td>
<td>9</td>
<td>11</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>51</td>
<td>65</td>
<td>7</td>
</tr>
<tr>
<td>8. The supervisor has a conference with the executive and the principal of the school.</td>
<td></td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>21</td>
<td>23</td>
<td>25</td>
<td>28</td>
<td>20</td>
<td>7</td>
</tr>
<tr>
<td>9. The supervisor presents the teacher with a written report of evaluation of her visit.</td>
<td></td>
<td>7</td>
<td>9</td>
<td>10</td>
<td>12</td>
<td>12</td>
<td>15</td>
<td>41</td>
<td>52</td>
<td>9</td>
</tr>
<tr>
<td>10. The supervisor presents the teacher with a written report of evaluation of her visit.</td>
<td></td>
<td>8</td>
<td>10</td>
<td>19</td>
<td>24</td>
<td>13</td>
<td>16</td>
<td>29</td>
<td>37</td>
<td>10</td>
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<tr>
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<td>30. The supervisor makes an instructional visit during the school day by using the school's facilities.</td>
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<td>31. The supervisor makes an instructional visit during the school day by using the school's facilities.</td>
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<td>38. The supervisor makes an instructional visit during the school day by using the school's facilities.</td>
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was the lowest figure given favorably to all supervisory practices with one exception. Forty-three per cent of all teachers listed this as a supervisory practice that a supervisor had used in her classroom that year. Forty-three per cent was the highest figure in this column showing that an unexpected visit to the classroom was a fairly standard operating procedure for supervisors.

Supervisors should consider this seriously since here was a supervisory practice used more than any other, which was least liked and considered of least value by teachers. Supervisors may retort that if the visit is scheduled, the teacher will always be at her best. If supervision is to build upon the strengths of teachers, rather than weaknesses, supervisors should not be concerned that they see teachers "at their best."

2. Supervisor comes to visit classroom on invitation of teacher.

Thirty-nine per cent of all teachers listed this supervisory practice as of excellent value. Ten per cent considered it of some value, eleven per cent said that it was of little value, and three per cent listed it as of no value. The smaller percentage who listed supervisory visits upon invitation as of no value may have indicated an opposition in general to direct supervision of any type. Most teachers who responded evidently considered the supervisor visit on teacher invitation as being of excellent value. Twenty-nine per cent of all teachers indicated that they had invited the supervisor to visit their classroom and the visit had been made.
3. Supervisor visits classroom to give help at request of local executive head.

In this case fifty per cent of all teachers listed this supervisory practice as being of excellent value, sixteen per cent said that it was of some value, eleven per cent said that it was of little value, and five per cent listed it as of no value. Considering these percentage figures as an indication of teacher wishes, one can assume that teachers believe that more value comes from having the supervisor come at request of the administrator than when the call is unexpected or when the teacher invites the supervisor. This shows great teacher faith in the ability of the administrator to call for help from the supervisor at the proper time or it may be an indication that teachers are bothered by classroom visitation by the supervisor and see this as the way they would be "bothered" least.

Another possible interpretation is that teachers look with favor upon this practice as a device by which other teachers are pressured into doing more effective work. Only thirteen per cent of all teachers listed this as a supervisory practice that had happened to them within the past year.

4. While in the classroom, the supervisor takes active part in working with the children - such as guiding a reading group.

Fifty-two per cent of all teachers favored this as a type of supervisory procedure. Fourteen per cent considered it of some value,
sixteen per cent listed it as of little value, and four per cent said that it was of no value. Even though supervisors behaved in this manner on classroom visits with only twenty-one per cent of all teachers, teachers indicated a desire for this type of action on the part of the supervisor. In any case it would have been advisable that rapport had been established with the teacher before the supervisor tried to take an active part.

5. The supervisor, when visiting in the classroom, sits quietly so as not to disturb the class or teacher.

In some literature on supervision this has been a recommended procedure for supervisors. However, thirty-four per cent of all teachers listed this as of excellent value, sixteen per cent said that it was of some value, twenty-six per cent considered it of little value and fourteen per cent said that it was of no value. Forty per cent of all teachers considered this of no value or of little value. Only thirty-four per cent considered this practice of excellent value as compared to fifty-two per cent in item 4 above, who considered class participation during a classroom visit as an excellent supervisory procedure.

One can assume from these figures that teachers prefer that the supervisor actively participate as a helper during classroom visits. If, as the responses from four and five seem to indicate, teachers do fear visits by the supervisor, then having the supervisor actively involved releases the teacher from the feeling of being observed intensively.
6. The supervisor plans with the teacher before the visit in order to give the most assistance during and following the visit.

Teachers were very favorable to this practice as a type of supervisory procedure. Sixty-five per cent considered this of excellent value, five per cent considered it of some value, eleven per cent considered it of little value and ten per cent considered it of no value. Altogether twenty-one per cent considered this supervisory practice of little or no value. Sixty-five per cent considered this procedure of excellent value indicating in general that supervisors should plan with the teacher before the visit in order to give the most assistance during and following the visit.

This practice had apparently occurred during the year with only fourteen per cent of the teachers.

7. The supervisor has an individual conference with the teacher after each visit.

Three-fourths (seventy-six per cent of all teachers) believed that this was an excellent supervisory procedure, five per cent considered it of some value, four per cent considered it of little value, and five per cent said that it was of no value. Questionnaire returns indicated that this plan of action was followed by supervisors in the case of twenty-four per cent of the teachers. Evidence in the first two items of Table X, page 142, indicates that a high percentage of teachers were being visited but that just
twenty-four per cent felt that they had had a supervisory conference.

This apparently means that supervisors were not valuing this procedure too highly or that the numbers of teachers involved and the time factors were making it very difficult for supervisors to schedule conferences whether they cared to do so or not.

8. The supervisor has a conference with the teacher and executive head after visit to the classroom.

A moderate number, thirty-two per cent of all teachers considered this a supervisory practice of excellent value, eleven per cent listed it as of some value, twenty-one per cent listed it as of little value, and sixteen per cent considered it of no value. These figures indicated that most teachers prefer to have the conference only between the supervisor and the teacher. However, one-third recognized this as a procedure of excellent value.

Supervisors had used this procedure with only nine per cent of the teachers. In many cases it could be assumed in general that the administrator who requests the supervisory visit would be interested in "sitting in" the conference afterward. There is, however, difficulty in scheduling a conference when all three (teacher, supervisor, and administrator) can find free time.

9. The supervisor on teacher's request meets with parent and teacher in conference.

Teachers (fifty-two per cent) believed that this was a supervisory procedure of excellent value, fifteen per cent considered
this of some value, thirteen per cent listed it as of little value, and nine per cent considered it of no value. Teachers were somewhat divided on this suggestion as a supervisory procedure. However, one half of all teachers considered it of excellent value.

Figures indicated that five per cent of the teachers invited the supervisor to help with a parent-teacher conference.

10. The supervisor presents the teacher with a written report of evaluation of her visit.

Teacher opinion seemed to be somewhat divided on this point. Thirty-seven per cent considered this of excellent value, sixteen per cent considered the practice of some value, twenty-four per cent listed that it would be of little value, and ten per cent said that it would be of no value.

This supervisory practice had been used with eight per cent of the teachers who responded.

11. The supervisor has conference with the teacher during the school day by using services of Future Teacher, principal, resource teacher, or parent.

Forty-four per cent of all teachers considered this a supervisory procedure of excellent value. Eleven per cent listed it as of some value, eighteen per cent considered it of little value, and fourteen per cent considered it of no value. Evidently teacher opinion was divided on the value of this activity as a supervisory practice. Many county schools were somewhat isolated, with a teaching principal, so that some teachers may have thought this a good thing to do but impossible in their situation.
According to teacher report this procedure was used by supervisors with only eight per cent of the teachers.

12. The supervisor makes instructional materials and resources available when they are needed.

Evidently this was a service which teachers heartily approved and which they considered of excellent value. More teachers indicated their approval of this than of any other supervisory procedure. Eighty-seven per cent of all teachers listed this of excellent value, three per cent considered it of some value, one per cent considered this of little value, and three per cent indicated "of no value."

On all items listed pertaining to the supervisor making instructional resources or lists of instructional materials available teachers reacted very favorably. Evidently this is a service which is very helpful to teachers.

Thirty per cent of all teachers indicated that supervisors had helped them in this way within the past year. Supervisors evidently understood the problem involved here and were making an effort to be of service in this way.

13. The supervisor discusses teachers' individual problems in group meetings without identifying the teacher who has the problem.

Teachers are evidently divided somewhat on this practice as a supervisory procedure. Forty-four per cent of all teachers considered this of excellent value, fifteen per cent listed this procedure of some value, eighteen per cent said of little value, and fifteen per cent considered this of no value.
Evidently this practice was not used extensively as a supervisory procedure. Only eight per cent of the teachers indicated that it had been used within their knowledge in the past year.

14. The supervisor serves as a demonstration teacher.

Fifty-nine per cent of all teachers indicated that they believed that this supervisory practice was of excellent value, thirteen per cent considered it of some value, sixteen per cent reported this practice of little value, and six per cent listed no value. Even though demonstration teaching has somewhat fallen into disrepute among supervisors as a supervisory procedure, almost two-thirds of all teachers responding listed this as of excellent value. The writer noted in teacher interviews that there was the same positive feeling about demonstration teaching by the supervisor.

Since only eight per cent of all teachers indicated that this was used as a supervisory procedure within the past year, it was interesting to conjecture as to whether teachers had actually experienced this type of supervisory procedure or whether they optimistically hoped that this would be a helpful supervisory procedure.

15. The supervisor arranges for a teacher to visit another room or school to see good teaching.

Teachers reacted very favorably to this supervisory procedure. Seventy-four per cent of all teachers considered this of excellent value, ten per cent listed of some value, three per cent indicated
of little value, and four per cent considered this of no value as a supervisory practice. Even though there are problems involved here for the supervisor or administrator to see that such visits have a purpose and that the teacher observed can help the visiting teacher with a problem, teachers evidently believe that visiting another room or school to see good teaching is of excellent value to them.

Supervisors evidently arranged for this type of service in sixteen per cent of the cases of teachers responding. This was evidently used as a supervisory procedure more frequently than supervisor demonstration-teaching discussed in the question above.

16. The supervisor arrange for a consultant (or outstanding teacher) to give a demonstration of teaching to the faculty group.

Teachers apparently also consider this a supervisory practice of excellent value. Seventy-two per cent indicated that this was of excellent value, six per cent considered it of some value, eight per cent stated of little value, and five per cent listed of no value. This was apparently also recognized by supervisors as a helpful supervisory procedure. One-fourth of all teachers indicated that they had been helped in this way within the past year.

17. The supervisor arrange for a book company consultant to talk to the faculty.

More than half (fifty-seven per cent) of all teachers indicated that this was a supervisory procedure of excellent value, thirteen per cent stated that it was of some value, sixteen per cent listed of little value, and one per cent considered it of no value.
One-fourth of all teachers indicated that within the past year they had been exposed to this type of service.

18. The supervisor shows slides taken of a good teaching situation, explaining what was being developed in the classroom.

A large majority (sixty-seven per cent) of all teachers indicated this as a procedure of excellent value, six per cent showed of some value, ten per cent listed of little value, and four per cent indicated of no value. Apparently this was used as a supervisory procedure more than would be expected since fourteen per cent of all teachers stated that they had observed this within the past year.

19. Supervisor, teachers, and principal study together the existing needs of the school in curriculum development.

Teachers evidently considered this a supervisory practice of high value. This item was also given one of the highest ratings by teachers. Seventy-seven per cent indicated of excellent value, six per cent stated of some value, four per cent listed this practice as of little value, and five per cent said of no value.

One-fourth of all teachers had evidently worked cooperatively on curriculum development in this manner within the past year.

20. The supervisor (with teachers and principal) starts a study of the curriculum with a discussion of philosophy and objectives.

Sixty per cent of all teachers listed this as a practice of excellent value, ten per cent said of some value, eight per cent listed this as of little value, and eight per cent considered it of
no value. Evidently the majority of teachers considered a discussion of philosophy and objectives as a good beginning for a study of the curriculum.

Supervisors in a great many instances evidently used this procedure since thirty-two per cent of all teachers had participated in such curriculum study within the past year.

21. The supervisor works to discover weaknesses in the curriculum through a testing program.

Almost half (forty-seven per cent) of all teachers considered this of excellent value. Sixteen per cent indicated of some value, sixteen per cent listed of little value, and eight per cent said of no value. Results would indicate that there was a conflict in the minds of teachers concerning the work of the supervisor in a testing program as a supervisory procedure.

Evidently about one-fifth (eighteen per cent) of all teachers had had some help from a supervisor in testing within the past year.

22. The supervisor arranges with the principal and teachers for school time to be used in an in-service study program.

Forty-seven per cent of all teachers favored this as a supervisory procedure of excellent value, fifteen per cent considered it of some value, twenty per cent listed it of little value and nine per cent said that it was of no value.

Eighteen per cent of the teachers had participated in an in-service study program under this plan within the last year.
The supervisor arranges with principal and teachers for a required in-service study program following afternoon dismissal.

Only fifteen per cent approved the plan above as one of excellent value. Fourteen per cent said that it was of some value, twenty-six per cent considered it of little value, and twenty-five per cent indicated that it was of no value. Eight per cent of all teachers indicated their participation in such a program within the past year.

Results of this question and the one previous indicated only a lukewarm reaction toward any in-service program. More than half (fifty-two per cent) of all teachers responding to this question stated that this practice was either of no value or of little value. The previous question pertaining to released time for an in-service program met with only a little more favor. Thirty per cent of the responses were in the of little value or of no value categories.

In the next question pertaining to a voluntary in-service study program following afternoon dismissal thirty-nine per cent considered this as of little or no value.

The writer believed that teachers through responses to these questions were expressing their disapproval of imposition upon their teaching or after-school time rather than against professional advancement through in-service study of pertinent problems. This assumption seemed to be corroborated in items twenty-six, twenty-seven, and twenty-eight below where teachers expressed their approval of
county-wide grade level in-service meetings, of in-service studies based on group interests, and of county wide workshops.

24. The supervisor arranges with principal and teachers for a voluntary in-service study program following afternoon dismissal.

One-third (thirty-four per cent) of all teachers considered this supervisory practice of excellent value, nine per cent indicated of some value, twenty-five per cent considered it of little value, and fourteen per cent listed of no value.

Fourteen per cent of all teachers stated that they had participated in such a procedure within the last year.

25. The supervisor uses newspaper publicity to keep the public informed of progress in the educational program.

Sixty-six per cent of all teachers approved this procedure as a supervisory practice of excellent value, six per cent indicated of some value, ten per cent said of little value, and five per cent considered this practice of no value.

One-fourth of all teachers indicated that their supervisor engaged in such publicity during the past year.

26. The supervisor arranges for curriculum study through county-wide grade level in-service meetings.

Seventy per cent were favorable to this practice as a supervisory procedure of excellent value, eleven per cent listed of some value, ten per cent said of little value, and one per cent indicated of no value.
Twenty-nine per cent of all teachers had participated in county-wide grade level in-service meetings within the past year.

Teachers consider such county-wide grade level meetings as being helpful. However, supervisors and administrators need to be sure that the best arrangements are made from the standpoint of distance and with consideration for the most convenient time for teachers. In interview sessions with teachers the writer found that teachers were opposed to travelling excessive distances after school.

27. The supervisor plans with the teachers an in-service study program that comes from the interests of the group.

Seventy-one per cent of all teachers considered this supervisory procedure of excellent value, eleven per cent stated that this procedure was of some value, five per cent indicated that it was of little value, and three per cent considered it of no value.

Fifteen per cent of all teachers had participated in such an in-service study within the past year.

28. The supervisor arranges with teachers a county-wide workshop for studying a curriculum problem.

Sixty-four per cent of all teachers considered a county-wide workshop for studying a curriculum problem of excellent value. Fourteen per cent indicated of some value, thirteen per cent showed little value, and three per cent considered this of no value.

Thirty-two per cent of all teachers participated in such a county-wide workshop.
29. The supervisor develops a **local** library of professional books and magazines.

Teachers considered favorably the development of a local library of professional books and magazines. Sixty-seven per cent listed this of excellent value, ten per cent indicated that it would be of some value, three per cent said of little value, and four per cent listed of no value.

Fifteen per cent indicated that a local library had been developed.

30. The supervisor develops a **county** library of professional books and magazines.

The development of a county professional library was listed of excellent value by fifty-two per cent of teachers, ten per cent indicated of some value, twenty-two per cent said of little value and five per cent considered this supervisory service of no value.

Sixteen per cent of all teachers indicated that such county libraries had been developed.

It will be noted that teachers considered a local library of more value than a county library. In considering a local library in comparison to a county library fifteen per cent more teachers listed the local library. This was probably due to the problem of distance in the county and the difficulty of getting to the library before it closed in the afternoon.
31. The supervisor prepares a monthly supervisory bulletin which tells of new instructional aids, lists new professional books, and explains new teaching ideas seen in county schools.

This supervisory procedure was considered of excellent value by seventy-two per cent of all teachers. Five per cent listed of some value, five per cent said of little value and four per cent indicated of no value.

One-fourth of the teachers indicated that they had received help of the type mentioned within the past year.

32. The supervisor helps prepare a teacher's guide for the county system.

Teachers were less positive about the preparation of the teacher's guide as a supervisory procedure. Only forty-three per cent listed of excellent value, thirteen per cent indicated of some value, eight per cent considered it of little value, and four per cent listed of no value. Since a total of fifty-six per cent seemed moderately favorable, one could assume that a teacher's guide would be a helpful type of supervisory aid.

Twenty-seven per cent of all teachers indicated that this was being used as a type of supervisory service.

33. The supervisor works with teachers in a county-wide study to develop a scope and sequence chart.

This type of supervisory procedure received a teacher rating similar to the development of the teacher's guide above. Forty-five per cent listed this of excellent value, thirteen per cent indicated of some value, eight per cent listed of little value, and
five per cent considered this of no value as a supervisory procedure. Possibly the meaning of the term, scope and sequence chart, was not familiar to many teachers.

Only eleven per cent of all teachers indicated the availability of such a form in their school or county.

34. The supervisor helps teachers establish criteria for evaluating pupil progress.

Sixty-four per cent of all teachers favored this type of supervisory procedure as one of excellent value. Ten per cent listed of some value, nine per cent of little value, and four per cent of no value.

Nine per cent of all teachers indicated that they had received such supervisory help within the past year.

35. The supervisor encourages teachers and schools to subscribe to some of the professional magazines.

Fifty-seven per cent of all teachers looked upon this as a positive supervisory service rating it of excellent value. In addition thirteen per cent rated it of some value. Fourteen per cent listed of little value and five per cent of no value.

Eighteen per cent of all teachers indicated that the supervisor had given this service within the past year.

36. The supervisor acquaints teachers with sources of material available in the community, state, and nation.

Seventy-five per cent of all teachers listed this as a supervisory procedure of excellent value and in addition nine per cent
listed of some value. Five per cent indicated of little value and four per cent of no value. Teachers evidently appreciated getting suggestions of materials or actual materials and resources. All questions relating to this received a positive response from teachers.

Eighteen per cent of all teachers had received this type of supervisory help during the year.

37. The supervisor helps by arranging meetings for teachers to make instructional materials.

This suggestion of supervisory service was received in a positive manner by teachers in this study. Fifty-three per cent considered it of excellent value and twelve per cent listed of some value. Fourteen per cent indicated of little value and three per cent listed of no value.

Teachers in eight per cent of the cases indicated that they had recently received this type of supervisory help.

38. The supervisor arranges for an exhibit of books or other instructional material.

Evidently teachers gained help from such an exhibit of books or other instructional material. Sixty-nine per cent of all teachers indicated that this practice was of excellent value and fourteen per cent listed of some value. Also nine per cent indicated of little value, and three per cent considered this supervisory service of no value.

Data indicated that twenty-four per cent of all teachers had received help from such a supervisory service within the year.
39. The supervisor gives more help to beginning teachers during the first two months of the school year.

In teacher interview a number of teachers expressed the thought that more effort should be expended by supervisors during at least the first few months of the year in giving assistance to beginning teachers. In tabulating results of the question listed above eighty per cent of the teachers responding indicated that giving extra supervisory assistance to beginning teachers was a practice of great value. Eight per cent additional listed this service of some value, three per cent indicated of little value, and three per cent considered it of no value.

Part II of the teacher questionnaire was introduced by the following instructions:

II. Please indicate by a check mark in the appropriate column below the approximate number of times that the supervisor helped you as indicated, individually or in a group situation since last September.

A number of types of supervisory service were then listed as they are given in Table XI, page 162.

This question was a further attempt to determine from teachers the types of supervisory service which teachers receive from supervisors.

As a type of supervisory service "visiting in my classroom" was checked more than any other service. Only two teachers showed that the supervisor had never visited, sixteen were visited once, thirteen
TABLE XI

NUMERICAL INDICATION OF THE NUMBER OF TIMES WITHIN THE PAST YEAR THAT TEACHERS RECEIVED SUPERVISORY HELP OF A PARTICULAR TYPE

<table>
<thead>
<tr>
<th>Types of Service</th>
<th>Never</th>
<th>Once</th>
<th>Twice</th>
<th>Three</th>
<th>Four</th>
<th>Five</th>
<th>Times</th>
<th>No response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Visiting in my classroom.</td>
<td>2</td>
<td>16</td>
<td>26</td>
<td>13</td>
<td>9</td>
<td>10</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>2. Helping me with a classroom problem at my request.</td>
<td>22</td>
<td>23</td>
<td>13</td>
<td>5</td>
<td>1</td>
<td>5</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>3. Conferring with me after classroom visit.</td>
<td>24</td>
<td>19</td>
<td>11</td>
<td>10</td>
<td>5</td>
<td>4</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>4. Meeting with me and a parent in conference.</td>
<td>66</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>5. Arranging a demonstration teaching experience.</td>
<td>49</td>
<td>18</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>6. Visiting another teacher in her classroom.</td>
<td>53</td>
<td>8</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>7. Visiting a book exhibit.</td>
<td>42</td>
<td>20</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>8. Attending faculty meetings in each local school.</td>
<td>38</td>
<td>15</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>9. Arranging a workshop for curriculum study.</td>
<td>30</td>
<td>17</td>
<td>13</td>
<td>8</td>
<td>0</td>
<td>2</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>10. Arranging professional meetings.</td>
<td>20</td>
<td>16</td>
<td>17</td>
<td>9</td>
<td>3</td>
<td>6</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>11. Providing an educational article written by the supervisor.</td>
<td>43</td>
<td>8</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>12. Meeting with me and the executive head or principal in conference.</td>
<td>56</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>13. Arranging and conducting grade level study meetings.</td>
<td>32</td>
<td>18</td>
<td>9</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>14. Arranging a pre-school conference.</td>
<td>46</td>
<td>16</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>17</td>
<td></td>
</tr>
</tbody>
</table>
had been visited twice, five were visited three times, one received four visits and ten received five or more visits.

For a more or less random sampling of teachers over the state these results indicated a great amount of effort on the part of supervisors when one realizes the distances that county supervisors travel and the number of teachers who need their services.

"Helping me with a classroom problem at my request" was also checked frequently as a supervisory service. Even though twenty-two teachers of the sixty-nine responding had never requested this supervisory service, forty-seven had asked for help with a classroom problem. Twenty-three had been helped once in this respect, thirteen twice, five were helped three times, one requested supervisor help four different times, and five had received this service during the year five or more times.

This response probably indicated the confidence of teachers in believing that supervisors could help, and the fact that teachers did have many problems with which they apparently required special assistance.

In the first item of this question seventy-four teachers of seventy-six responding had received a classroom visit from the supervisor. In item three, "conferring with me after classroom visit," forty-nine teachers indicated that they had had a conference after the visit and twenty-four indicated that there had been no after-visit conference. Nineteen had had after-visit conferences with the
supervisor, eleven had had two, ten had had three, five had had four after-visit conferences, and four had talked with the supervisor after a classroom visit five or more times.

One area in which it appeared that supervisors were not needed (or had given little assistance) was the area of teacher-parent conference. In the fourth item, "meeting with me and a parent in conference," sixty-six teachers responded and all indicated that the supervisor had never given this type of supervisory service.

"Arranging a demonstration teaching experience" had been used as a supervisory service to help a total of twenty-one of seventy teachers who responded. Eighteen had seen such a demonstration once, one had had this opportunity twice, and two had had this type of supervisory help three different times within the year. Demonstration teaching may not be used as much now compared to its use in the past. Supervisors, however, must have seen some good in arranging this type of supervisory service since twenty-one of a total of seventy teachers who responded received this type of assistance.

"Visiting another teacher in her classroom" was not used extensively as a type of supervisory procedure. With sixty-four teachers who responded to this item only eleven had visited another teacher in her classroom.

The fact that few teachers had visited other teachers was little indication of the value or lack of value of this supervisory service.
It is a type of assistance which is difficult to arrange because of the need for having a substitute (teacher, F.T.A. student, parent, or principal) teach the class which the visiting teacher leaves. However, there are questions concerning its value since, even though a teacher may visit an exceptional teacher, there is the problem of the visiting teacher properly interpreting the teaching methods that she has observed.

Approximately one-third of all teachers responding to item seven had visited an arranged book exhibit. Of sixty-seven responding twenty had visited a book exhibit once, three had gone twice, and two had visited such an exhibit five times.

Approximately half of the teachers indicated that the supervisor for that county had attended some faculty meetings in the local school. Thirty-eight checked that this had never happened in their faculty meetings. Fifteen indicated that the supervisor had met with the faculty once, five indicated that she had attended meetings twice, and four indicated that she had visited three different times. Three teachers indicated that the supervisor had attended local faculty meetings four times and four listed five as the number of visits.

Whether the attendance of the supervisor at local faculty meetings is a worthwhile supervisory procedure or not depends upon the purpose of the visit, the nature of the local meetings, and the working relationships of the local faculty and executive head with the supervisor.
Thirty teachers had not within the year been involved in a supervisor-arranged workshop. Seventeen indicated that their supervisor had arranged one such workshop, thirteen checked two workshops, eight listed three workshops, and two had apparently been involved in five workshops arranged by the supervisor.

The number of workshops listed by these forty teachers even with some possibility of duplication must have represented a great amount of effort and energy on the part of the supervisor.

Twenty teachers indicated that their supervisor had never arranged professional meetings. Sixteen indicated that this had happened once, seventeen listed twice, and nine had checked three times. Three teachers indicated that their supervisors had arranged four professional meetings and six teachers indicated that the supervisor had arranged five professional meetings.

Certainly both the principal and the supervisor have a responsibility for promoting professional meetings for teachers during the year. According to the figures above, supervisors were spending considerable time upholding their share of the responsibility for professional advancement of teachers.

Results from item eleven indicated that supervisors must do some writing of educational articles. Eight indicated that the supervisor had provided them with an educational article written by the supervisor. Three checked that such an article had been received
twice and one listed four times. Two teachers indicated that such an educational article had been provided five times, and forty-three teachers had checked that their supervisor had never presented them with an educational article written by herself.

This question was not clear and perhaps the results are not too dependable. One wonders if some teachers may have had in mind a supervisor's news sheet or bulletin.

Only a few teachers had the experience of meeting with the executive head or principal and the supervisor in conference. Fifty-six teachers indicated never, three teachers listed once, three teachers checked twice and two teachers indicated five times.

Meetings of the teacher, principal (or executive head), and supervisor as a group would no doubt be limited in number but are conceivable for planning or for consideration of a problem.

Thirty-two teachers indicated that their supervisor had never arranged grade level study meetings for them. Eighteen teachers indicated that their supervisor had arranged and conducted one grade level study meeting. Nine teachers listed two such meetings, one teacher indicated three, one teacher checked four such meetings, and three teachers stated that their supervisor had arranged and conducted five such meetings.

It was a fact that at least half of the teachers responding had been involved in some way in grade level study meetings. It was
commendable for supervisors that curriculum study or problem study through grade level meetings had been used as a supervisory procedure with so many teachers.

Forty-six teachers indicated that the supervisors in their counties had never arranged a pre-school conference. Sixteen teachers indicated that their supervisors had arranged pre-school conferences.

Space was left at the end of this question for teachers to indicate other ways in which they had been helped by the supervisor within the last year. Their responses to this question are listed.

Arranging a functional display of school materials.
Giving leadership in a series of meetings on child study.
Helping to evaluate a handwriting curriculum.
Arranging audio-visual conferences and supplying lists of films.
Preparing a booklet containing a variety of independent seat work for first grade.
Giving me some very good ideas in organizing my class.

In the third part of the teacher questionnaire an attempt was made to determine the problems that teachers actually faced, problems that bothered them while they were trying to improve the learning situation for their children. An effort was also made to see how many of the teachers had received help from the supervisor with their problems.

In order to present the proper material to the teacher for determining this information, the following instructions were given.
III. Listed below are problems that have bothered many teachers in trying to do a better job in improving the learning situation for children.

a. In column A indicate whether or not each item has been a source of difficulty to you by circling the appropriate letter to the right of the item according to the code: (O) no difficulty at all, (S) some difficulty but not serious, (M) much difficulty.

b. In column B indicate whether or not the supervisor actually helped you in coping with the problem. If "yes," then circle the letter Y. If "no," then circle the letter N.

The listed difficulties may be referred to in the teacher questionnaire located in Appendix A or in Table XII, page 170.

In column B of Table XII teachers were requested to indicate by circling "Y" (yes) if the supervisor had helped to solve the problem or clear up the difficulty or to circle the "N" (no) if the supervisor had not given such help. It was expected that "N" would be circled only if the teacher had indicated that the listed difficulty was checked under "S" or "M" as a real problem to the teacher. However, many teachers who checked "O" (no difficulty) also checked "N" indicating that the supervisor had not helped. This invalidated the "N" as a reliable comparison between "yes" and "no" as checked by teachers with problems. For this reason, for the purpose of presenting complete data even though a number and per cent are listed under "N" in Table XII, this column was not used in an interpretation of the results.
<table>
<thead>
<tr>
<th>Difficulty</th>
<th>Column A</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>Column B</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Being bothered by supervisor's visit to my classroom.</td>
<td>57</td>
<td>72</td>
<td>16</td>
<td>20</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>11</td>
<td>14</td>
</tr>
<tr>
<td>2. Being bothered by parent's visit to my classroom.</td>
<td>58</td>
<td>73</td>
<td>17</td>
<td>21</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. Being bothered by principal's visit to my classroom.</td>
<td>66</td>
<td>84</td>
<td>9</td>
<td>11</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4. Working for control of discipline of my class.</td>
<td>38</td>
<td>48</td>
<td>32</td>
<td>41</td>
<td>9</td>
<td>11</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>5. Understanding the reading problems of my class.</td>
<td>17</td>
<td>22</td>
<td>51</td>
<td>66</td>
<td>6</td>
<td>8</td>
<td>3</td>
<td>4</td>
<td>25</td>
<td>32</td>
</tr>
<tr>
<td>6. Obtaining sufficient supplementary or instructional resource material.</td>
<td>28</td>
<td>35</td>
<td>36</td>
<td>46</td>
<td>10</td>
<td>13</td>
<td>5</td>
<td>6</td>
<td>28</td>
<td>35</td>
</tr>
<tr>
<td>7. Analyzing the difficulties of a particular pupil.</td>
<td>11</td>
<td>14</td>
<td>57</td>
<td>73</td>
<td>7</td>
<td>9</td>
<td>4</td>
<td>5</td>
<td>32</td>
<td>40</td>
</tr>
<tr>
<td>8. Organizing and planning the class work.</td>
<td>48</td>
<td>61</td>
<td>25</td>
<td>32</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>6</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td>9. Making my classroom more attractive.</td>
<td>53</td>
<td>67</td>
<td>21</td>
<td>27</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>5</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>10. Understanding unit type teaching.</td>
<td>35</td>
<td>44</td>
<td>30</td>
<td>38</td>
<td>8</td>
<td>10</td>
<td>6</td>
<td>8</td>
<td>10</td>
<td>13</td>
</tr>
<tr>
<td>11. Developing a unit of teaching.</td>
<td>37</td>
<td>47</td>
<td>24</td>
<td>31</td>
<td>9</td>
<td>11</td>
<td>9</td>
<td>11</td>
<td>9</td>
<td>13</td>
</tr>
<tr>
<td>12. Trying to decide what professional associations to join.</td>
<td>70</td>
<td>88</td>
<td>6</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>13. &quot;Getting along&quot; with a neighboring teacher.</td>
<td>67</td>
<td>85</td>
<td>5</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>6</td>
<td>8</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>14. A disagreement between teacher and principal.</td>
<td>74</td>
<td>94</td>
<td>5</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>15. Evaluating pupil progress.</td>
<td>22</td>
<td>28</td>
<td>51</td>
<td>64</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>19</td>
<td>28</td>
</tr>
<tr>
<td>16. Getting acquainted with other teachers.</td>
<td>68</td>
<td>86</td>
<td>6</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>6</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>17. Understanding local policies and philosophy.</td>
<td>53</td>
<td>67</td>
<td>19</td>
<td>24</td>
<td>1</td>
<td>1</td>
<td>6</td>
<td>8</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>18. Making out reports.</td>
<td>50</td>
<td>64</td>
<td>22</td>
<td>28</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>19. Tolerating cliques of other teachers.</td>
<td>62</td>
<td>79</td>
<td>8</td>
<td>11</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>20. Obtaining enough books and supplies.</td>
<td>36</td>
<td>45</td>
<td>30</td>
<td>38</td>
<td>6</td>
<td>8</td>
<td>7</td>
<td>9</td>
<td>21</td>
<td>27</td>
</tr>
<tr>
<td>21. Securing a course of study.</td>
<td>46</td>
<td>58</td>
<td>22</td>
<td>28</td>
<td>6</td>
<td>8</td>
<td>5</td>
<td>6</td>
<td>22</td>
<td>28</td>
</tr>
<tr>
<td>22. Finding time for personal recreation.</td>
<td>33</td>
<td>42</td>
<td>29</td>
<td>37</td>
<td>12</td>
<td>15</td>
<td>5</td>
<td>6</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>23. Obtaining audio or visual teaching aids.</td>
<td>30</td>
<td>39</td>
<td>35</td>
<td>44</td>
<td>9</td>
<td>11</td>
<td>5</td>
<td>6</td>
<td>20</td>
<td>25</td>
</tr>
<tr>
<td>24. Overcoming poor classroom facilities.</td>
<td>39</td>
<td>49</td>
<td>22</td>
<td>28</td>
<td>6</td>
<td>8</td>
<td>12</td>
<td>15</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>25. Receiving more problem pupils than others.</td>
<td>58</td>
<td>74</td>
<td>12</td>
<td>15</td>
<td>1</td>
<td>1</td>
<td>8</td>
<td>10</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>26. Feeling that I do not teach arithmetic well.</td>
<td>39</td>
<td>49</td>
<td>21</td>
<td>27</td>
<td>1</td>
<td>1</td>
<td>18</td>
<td>23</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>27. A lack of training in music and/or art.</td>
<td>35</td>
<td>44</td>
<td>29</td>
<td>37</td>
<td>8</td>
<td>16</td>
<td>7</td>
<td>9</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>28. Contributing in faculty or other professional meetings.</td>
<td>42</td>
<td>53</td>
<td>27</td>
<td>34</td>
<td>3</td>
<td>4</td>
<td>7</td>
<td>9</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>29. Needing help in teaching of physical education.</td>
<td>47</td>
<td>59</td>
<td>21</td>
<td>27</td>
<td>2</td>
<td>3</td>
<td>9</td>
<td>11</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>30. The traditionalism of some older teachers.</td>
<td>43</td>
<td>55</td>
<td>27</td>
<td>34</td>
<td>5</td>
<td>6</td>
<td>4</td>
<td>5</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>31. Completing a self appraisal or self-evaluation of my teaching.</td>
<td>18</td>
<td>23</td>
<td>50</td>
<td>63</td>
<td>4</td>
<td>5</td>
<td>7</td>
<td>9</td>
<td>14</td>
<td>18</td>
</tr>
<tr>
<td>32. Maintaining my own physical health.</td>
<td>57</td>
<td>72</td>
<td>16</td>
<td>21</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>6</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>33. Motivating pupil participation.</td>
<td>34</td>
<td>43</td>
<td>34</td>
<td>43</td>
<td>0</td>
<td>0</td>
<td>11</td>
<td>14</td>
<td>11</td>
<td>14</td>
</tr>
<tr>
<td>34. Providing for individual differences.</td>
<td>29</td>
<td>37</td>
<td>35</td>
<td>44</td>
<td>10</td>
<td>13</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>9</td>
</tr>
</tbody>
</table>
It should be mentioned here again that seventy-nine teachers responded in this teacher questionnaire.

Concerning the first item mentioned as a difficulty fifty-seven teachers (seventy-two per cent) stated that "Being bothered by supervisor's visit to my classroom" was not a problem to them, sixteen teachers (twenty-one per cent) indicated that this had been a problem of some difficulty (but not serious) and four per cent of all teachers responding stated that this had been a problem of much difficulty to them. Eleven teachers (fourteen per cent) stated that they had received help from the supervisors with this problem. This meant that eight teachers had looked upon the supervisor's visit as a problem, but the problem was evidently not recognized by the supervisor.

The same number of teachers (nineteen) stated that they had been bothered by a parent visit to the classroom. Seventeen (twenty-two per cent) indicated that this had been a problem of some difficulty and two (three per cent) stated that this had been a problem of major difficulty. Seventy-three per cent of all teachers stated that this had not been a problem in their case. Only three teachers (four per cent) of the nineteen had received help from supervisors with this problem. Actually this was a problem that the teacher would ordinarily probably discuss with the school principal. Therefore it was not of any unusual significance that the supervisors had helped only three teachers.
A smaller number of teachers from the seventy-nine responding were "bothered by principal's visit to my classroom." Only ten (twelve per cent) stated that this was so. Nine stated that this was a problem of some difficulty and only one indicated that this was a serious problem. Sixty-six teachers indicated that this had not been a problem. Only three teachers of the ten reporting this as a problem had received help from the supervisor.

Forty-four per cent of all teachers (thirty-two in number) reported that "working for control of discipline of my class" had been a problem of some difficulty. Nine teachers (or eleven per cent) stated that control was a problem of a serious nature. This was one of the problems indicated as serious by a large number of teachers. Of the fifty-five per cent of all teachers responding who considered this a problem eight, one-fifth of the total, indicated that they had received supervisory help with the problem. Forty-eight per cent of all teachers responding to this questionnaire said that they had no problem with control of discipline.

Seventy-three per cent of all teachers involved in this study indicated that "understanding the reading problems of my class" was a problem of a moderate or serious nature. Eight per cent considered this a problem of a serious nature and sixty-five per cent considered this a problem of some difficulty. Only twenty-two per cent believed that this was not a serious problem. Twenty-five
teachers (thirty-two per cent) from the total of fifty-seven who
had problems stated that they received help from the supervisor.
This meant that approximately one-half of the teachers with reading
problems did receive supervisory help.

Sixty-five per cent of all teachers indicated that obtaining
sufficient supplementary or instructional material was a problem.
Nineteen per cent considered it a serious problem and forty-six per
cent indicated that it was a problem of a moderate nature. Twenty-
eight teachers (thirty-five per cent of all teachers) stated that
this had not been a problem. One wonders about the difference in
attitude in this case. Perhaps the twenty-eight teachers had better
means of transportation, were closer to libraries, or had more in-
genuity in gathering materials.

Of the forty-six teachers who considered this a problem twenty-
eight (thirty-five per cent) stated that they had received the
supervisor's help in this area.

"Analyzing the difficulties of a particular pupil" was recog-
nized by county teachers as a real problem. More teachers had in-
dicated this as a problem than with any other listed item; a total
of eighty-one per cent of all teachers responding considered this
a problem. Seventy-two per cent considered it a problem of a
moderate nature and none believed that it was a serious problem.
Only fourteen per cent stated that no problem was involved. Forty-
four per cent of all teachers (thirty-two of the sixty-four who con-
sidered this a problem) stated that they did receive supervisory help.
In this area a child study specialist could be of assistance. Supervisors had evidently been giving considerable help with this problem. However, the professional services of a trained individual in testing, counseling, and guidance could help teachers in analyzing the difficulties of their pupils.

Thirty-three per cent of all teachers listed "organizing and planning the class work" as a problem. Only one teacher indicated that this was a serious problem. Twelve teachers (fifteen per cent of all teachers) stated that the supervisor had been of assistance to them in planning class work. Over half of the teachers responding (sixty-one per cent) considered this no problem.

Approximately one-fourth (twenty-seven per cent) of the teachers responding listed "making my classroom more attractive" as a problem. Only one stated that it was a serious problem for her. Ten teachers of the twenty-two who believed that this was a problem had received help from the supervisor. Sixty-seven per cent of the teachers considered this no problem.

An area which ranked rather high in the category of "serious difficulty" was that of unit teaching. In "understanding unit type teaching" a total of thirty-eight teachers of the seventy-nine responding stated that it was a problem. Thirty-eight per cent listed it as a problem of some difficulty and ten per cent listed it as a serious problem. Ten of these teachers (nineteen per cent) had
been helped by the supervisor. Less than half of the teachers (forty-four per cent) considered this of no difficulty.

Thirty-three teachers (forty-two per cent) considered "developing a unit of teaching" as a problem. Twenty-four teachers considered this of some difficulty and nine teachers stated that it was a problem of serious difficulty. Nine teachers of the thirty-three listing this as a problem also indicated that they had received help with the problem from the supervisors.

Considering the higher number of teachers who listed "developing a unit of teaching" and "understanding unit type teaching" as a problem, it was evident that many teachers did want assistance in being able to work with unit teaching. According to the data received from teachers this lack of understanding on the part of teachers was one that needed particular concentration by supervisors.

"Trying to decide what professional associations to join" was evidently a minor problem. Eighty-nine per cent of the teachers considered this no problem and only eight per cent stated that there was some difficulty connected with this problem. Three teachers of the six listing this as a problem also indicated that they had received help from the supervisor with this problem.

"Getting along with a neighboring teacher" was considered as no problem at all by eighty-five per cent of the teachers responding.
Only five teachers indicated this as a problem of moderate difficulty and none of the five had received supervisory help with the problem. Possibly such a problem would be one that the teacher would seldom bring to the supervisor.

Ninety-four per cent of the teachers stated that "a disagreement between teacher and principal" was no problem to them. Only five teachers felt that their problem with the principal should be listed as a "problem of some difficulty." No teacher had taken to the supervisor their problem of disagreement with the principal.

Evidently principal-teacher relations in the county schools studied were on a friendly basis.

"Evaluating pupil progress" was another problem of a more serious nature from the classroom teacher point of view. Sixty-five per cent of all teachers stated that this was a problem of moderate difficulty and four per cent listed it as a problem of serious difficulty. Nineteen per cent also stated that they had received supervisory help with this problem. Evidently many supervisors were aware of the problem that teachers had in this area. Only one-fifth of all teachers stated that this was not a problem.

The area of evaluation in the county school program was one that needed clarification and definition. The data in this study did not give a clear picture of the nature of the problem of "evaluating pupil progress." The problem may have involved a lack of
understanding of a method of reporting to parents, or it may have involved a lack of understanding of child development.

"Getting acquainted with other teachers" was evidently not a problem of any proportions in county schools. Eight per cent (six teachers) stated that this was a problem to them and four of the six teachers had received assistance from the supervisor in solving the problem. Eighty-six per cent of all teachers stated that this was no problem to them.

"Understanding local policies and philosophy" was a problem to some teachers. Nineteen teachers (twenty-four per cent) listed it as a problem of some difficulty and one teacher considered it a problem of serious difficulty. Seven teachers had been helped by the supervisor with this problem. Sixty-seven per cent of the teachers indicated that this was no problem.

To lack an understanding of local policies and philosophy would be extremely frustrating to any teacher. The use of faculty developed handbooks which explain local policy and philosophy was evidently a need in many county schools.

"Making out reports" was considered a problem by approximately one-third of all teachers. Twenty-nine per cent stated that this was a problem of some difficulty and three per cent stated that it was a problem of serious proportions. Nine per cent indicated that they had received supervisory help with this problem. Sixty-four
per cent of all teachers stated that this was no problem to
them.

Awareness by principals of the fact that this was a problem
in many cases should have helped to solve the problem through faculty
or in-service study of reports or through a teacher-principal con-
ference where there were problems.

Evidently there were some problems in county schools in the
area of teacher-teacher relations. Twelve teachers (fifteen per cent)
indicated that "tolerating cliques of other teachers" had been a
problem. Five per cent (four teachers) stated that it had been a
problem of serious proportions. Three teachers indicated that the
supervisor had helped with this problem. Seventy-eight per cent of
the teachers stated that no problem was involved.

"Obtaining enough books and supplies" was listed by almost one
half of all teachers as a problem. Thirty-eight per cent stated
that it was a problem of some difficulty and eight per cent indicated
that it was a problem of serious proportions. Supervisors were work-
ing hard at this problem, considering the data at hand. Twenty-seven
per cent of the seventy-nine teachers responding in this study (twenty-
one out of thirty-six reporting a problem) indicated that they had
received supervisory help with this problem.

This factor was considered a problem by enough teachers to
warrant a reappraisal of the county or local school budget to see if
a sufficient amount of money was being allocated for supplies. Another area to check would have been the distribution of supplies and the proper apportioning of supplies to the various schools.

Twenty-two teachers of a total of seventy-nine listed "securing a course of study" as a problem of some difficulty and six teachers listed this as an item of serious difficulty. Of the twenty-eight teachers who indicated this as a problem, twenty-two had received assistance from the supervisor, which showed excellent service by supervisors (in this case) in an area where help was needed. Fifty-eight per cent of all teachers did not consider this a problem.

Evidently county teachers were so busy teaching large numbers of pupils, taking extension or other college courses, and "trying to keep a home together" (as was mentioned by some in personal interview) that there was difficulty in "finding time for personal recreation." More than half of the teachers responding in this study (fifty-two per cent) considered this a problem of some difficulty. Twelve teachers of forty-one indicated that it was a problem of serious difficulty. Thirty-three teachers (forty-two per cent) stated that no problem was involved. Supervisors had helped six teachers with this problem.

Long distances to travel and the fact that many county teachers were women with families made this a difficult problem to solve. Nevertheless, tension and emotional problems would affect the
quality of county teaching unless some methods could be found to help.

"Obtaining audio or visual teaching aids was also a problem of some proportions in county schools of Ohio. Fifty-five per cent of all teachers (forty-four teachers of seventy-nine responding) listed this as a problem. Eleven per cent of the teachers considered it a serious problem. Of the forty-four teachers who listed this as a problem twenty indicated that they had received supervisory service in solving the problem. Thirty-eight per cent stated that they had had no problem in this respect.

"Overcoming poor classroom facilities" was also somewhat of a problem. Over one-third of all teachers (thirty-six per cent) stated that this was a problem and eight per cent of the total considered it a serious problem. One-half (forty-nine per cent) of all teachers stated that this was no problem in their case. Nine per cent of the teachers stated that supervisors had been of assistance with this problem.

Over-crowding of pupils on gymnasium floors and in other make-shift facilities, half-day sessions with double shifts of children in the same room, and a lack of acceptance of responsibility in state and federal governments for providing adequate school housing would probably cause this to be a continuing problem.

"Receiving more problem pupils than others" was listed by thirteen teachers as a problem. Only one considered it a serious
problem. Three teachers of the thirteen had received help from supervisors in remedying this problem. Seventy-three per cent of all teachers listed this as no problem.

Twenty-two teachers indicated that they had a "feeling that they do not teach arithmetic well." Twenty-one teachers listed this as a problem of some difficulty and one teacher listed it as a serious problem. Eight teachers (ten per cent of the total of seventy-nine) were given assistance by supervisors in the teaching of arithmetic. One-half of all teachers (forty-nine per cent) listed this as no problem.

Almost one-half of all teachers (forty-seven per cent) saw a problem in "a lack of training in music and/or art." Twenty-nine teachers considered this a problem of only some difficulty and eight teachers (ten per cent of the total) considered this a serious problem. Nine per cent of the teachers indicated that the supervisor had helped with this problem. Forty-four per cent of the teachers stated that this was no problem.

Supervisors and principals can be of assistance in this respect by encouraging teachers to get more musical or art training or by in-service study of these areas of instruction. Also general supervisors may be appointed who have strengths in these particular areas.

Slightly more than one-third of all teachers (thirty-eight per cent) considered "contributing in faculty or other professional
meetings as a problem. Thirty-four per cent considered this of moderate difficulty and four per cent indicated that this was a problem of serious proportions. Eight teachers (ten per cent of the responding group) stated that supervisors were of help in this problem. Fifty-three per cent indicated that this had been no problem.

When one-third of all teachers indicated that they found it difficult to contribute in faculty or other professional meetings, it could be assumed that the free exchange of suggestions, the confidence of one teacher in another's ideas, and the functioning of democratic group processes would certainly be inhibited. Supervisors and administrators should be especially conscientious (as well as diplomatic) in trying to get the full participation of faculty members. One answer to a hesitancy to express one's self in a group situation is active participation and discussion in many group situations.

"Needing help in teaching of physical education" was considered a problem by thirty per cent of all county teachers. Twenty-one teachers of the seventy-nine who responded to the questionnaire considered this a problem of some difficulty; two considered it a serious problem. Four teachers had received help from the supervisor with this problem. Sixty per cent of all teachers indicated this was not a problem to them.

In this respect supervisors and principals may also help by promoting workshops in teaching of physical education, by in-service
education study in this area, or by encouraging enrollment in pertinent college courses. Appointment of a general supervisor with strengths in this particular area should be a positive way to work at the problem.

Forty per cent of all teachers considered "the traditionalism of older teachers" a problem. Twenty-seven teachers (thirty-four per cent of the total) stated that this was a problem of some difficulty; six per cent (five teachers) indicated that this was a serious problem. Ten per cent of the teachers stated that they had been helped by the supervisor with this problem. Fifty-four per cent indicated that this had not been a problem.

The experience of the older teacher and the enthusiasm and ideas of younger faculty members need to be coordinated in a cooperative way to provide a rich background of democratic participation by all teachers.

More than two-thirds of all teachers list "completing a self-appraisal or self-evaluation of my teaching" as a problem. Fifty teachers (or sixty-four per cent of the total) indicated that this was a problem of moderate difficulty. Five per cent listed this as a problem of a serious nature. Fourteen teachers (eighteen per cent of the total of seventy-nine) stated that they received help with this problem from the supervisors. Only twenty-three per cent of the teachers indicated that this had never been a problem.
A lack of criteria on which to base a self appraisal or self evaluation would result in a problem to teachers. Cooperative development in county systems of Ohio of an instrument for evaluation of instruction such as is used in some city systems would facilitate self-evaluation as well as provide a scale for appraising effectiveness of teaching methods and measuring the achievement of objectives.

A number of teachers considered "maintaining my own physical health" a problem of some difficulty. Twenty-one per cent listed this as of moderate difficulty and one teacher stated that it was of a serious nature. Three teachers (of seventeen involved) stated that the supervisor had helped with this problem. Seventy-two per cent of all teachers stated that "maintaining physical health" was no problem.

When twenty-two per cent of a group of teachers listed this a problem of some difficulty, the problem was worthy of consideration. Lighter work loads, lower class enrollment, a teachers' room in every building, more adequate supervisory assistance, and a consideration of teachers' health in planning in-service or workshop programs should help to relieve the tension and lighten the pressure.

"Motivating pupil participation" was listed by forty-three per cent of all teachers (thirty-four in number) as a problem of moderate difficulty. Fourteen per cent (of the seventy-nine total) stated that
supervisors had been of assistance in solving this problem. Forty-three per cent of all teachers indicated that this had not been a problem.

"Providing for individual differences" was listed by sixty-three per cent of all teachers as a problem of some difficulty. Forty-four per cent listed it as a problem of moderate difficulty and nineteen per cent stated that it was a problem of serious nature. Nine per cent of teachers stated that the problem had been alleviated by supervisors. Thirty-seven per cent of all teachers indicated that this was not a problem to them.

A problem recognized by sixty-three per cent of a group of teachers was a problem for concern. County teachers could not adequately adjust their learning program to the needs of individual pupils as long as classrooms were crowded with an excessive number of pupils.

It was interesting to note that of the thirty-four listed types of difficulties that teachers might encounter every one was considered of some difficulty by a few teachers. With the exception of four items, each item listed was considered as a problem of serious proportions by at least one teacher.

This question summarized in Table XII, page 170, gives a broad picture of the varied types of services that the supervisor must be prepared to give and also indicates the services of the supervisor
that are most highly valued by the teachers. There was also indicated in Column B, "Y", the tremendous amount of assistance given by supervisors within the past year.

In question V of this questionnaire study the following question was asked:

IV. What is your opinion concerning the county supervisor's (or supervisors') work on increasing the efficiency or effectiveness of the instructional program in this county?

None_________ Some improvement_________
Very little______ Definite improvement_____

The data resulting from this question are listed in Table XIII, page 187. This table indicates that teachers in the older established programs recognized the value of supervision more than did teachers in counties where supervision had been recently started. Fifty-seven per cent of all teachers in the older programs indicated that there had been definite improvement in the instructional program because of supervision but in counties with recent programs only twenty-six per cent of the teachers indicated definite improvement. A total of fifteen per cent of all teachers in counties with recently established programs indicated that supervision had helped either "very little" or "none." In counties with older programs thirteen per cent of all teachers considered supervision in this way.

In order to check the comparison of opinions of teachers of limited experience with those of more extensive experience, data in Table XIV, page 188, were compiled from teacher questionnaires.


TABLE XIII

COMPARISON OF TEACHER OPINION OF EFFECTIVENESS
OF SUPERVISION IN COUNTIES WITH RECENTLY ESTABLISHED
AND OLDER PROGRAMS

<table>
<thead>
<tr>
<th>Amount of Improvement</th>
<th>Recent Programs</th>
<th></th>
<th>Older Programs</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of Teachers</td>
<td>Per Cent</td>
<td>No. of Teachers</td>
<td>Per Cent</td>
</tr>
<tr>
<td>None</td>
<td>2</td>
<td>5</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Very Little</td>
<td>5</td>
<td>15</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Some Improvement</td>
<td>22</td>
<td>55</td>
<td>12</td>
<td>30</td>
</tr>
<tr>
<td>Definite Improvement</td>
<td>10</td>
<td>25</td>
<td>23</td>
<td>57</td>
</tr>
<tr>
<td>TOTAL</td>
<td>39</td>
<td>100</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>
TABLE XIV

COMPARISON OF OPINION ON SUPERVISION OF TEACHERS OF LIMITED EXPERIENCE WITH THOSE OF MORE EXTENSIVE EXPERIENCE

<table>
<thead>
<tr>
<th>Teachers With Five Years (or Less) of Experience</th>
<th>Teachers With More Than Five Years of Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount of Improvement</td>
<td>No.</td>
</tr>
<tr>
<td>------------------------</td>
<td>-----</td>
</tr>
<tr>
<td>None</td>
<td>2</td>
</tr>
<tr>
<td>Very Little</td>
<td>3</td>
</tr>
<tr>
<td>Some Improvement</td>
<td>11</td>
</tr>
<tr>
<td>Definite Improvement</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL</td>
<td>26</td>
</tr>
</tbody>
</table>
As can be seen from the figures in this table there was almost no difference in opinion of teachers regarding supervision regardless of whether the teachers had taught a limited time or had extensive experience.

The results of both Tables XIII and XIV indicated that the great majority of teachers knew that supervision had resulted in improvement of the instructional program. In either case only a small percentage checked that supervision helped "very little" or "none."

The fifth question in the questionnaire to teachers requested information concerning the number of years that the responding teacher had taught.

V. Please indicate the number of years that you have taught:

1st year_______ 10 to 15 years_______
less than 5 years_______ 15 to 20 years_______
5 to 10 years________ more than 20 years_______

As can be seen by the line graph, Figure 2, page 190, there was a rather even distribution of teachers from beginners to those who had taught twenty years. There was a sharp increase, of course, after the twenty year point since years of experience after twenty could be indicated only in the "more than twenty" column. It was probable that if the question had listed twenty-five, thirty, and thirty-five years there would have been a downward trend after twenty in the number of teachers (rather than up) since twenty-one
Figure 2

LINE GRAPH SHOWING NUMBER OF YEARS OF EXPERIENCE OF TEACHERS PARTICIPATING IN THIS STUDY
teachers who listed "more than 20," could have been teaching over a span of twenty-five to forty years.

The important deduction from the graph for this study is that teachers at all levels of experience were rather evenly represented (up to twenty years). This should have made the response of teachers on the questionnaire representative of the thinking of new teachers, teachers with limited experience, and teachers with considerable experience.

The last question in the teacher questionnaire requested any information in general that would be of further help in studying supervision.

VI. Please add any information that would help in evaluating the whole area of supervision under the new Foundation Program. We welcome any suggestions you may care to make for improving supervisory help to teachers.

Teachers responded very liberally to this question. Almost every teacher wrote something about her ideas on supervision, gave information about her work, or took a stand for or against supervision. Answers given reflect personal attitudes, feelings, problems, ambitions, and philosophies. There was apparently little difference in the ideas expressed by teachers in counties with older supervisory programs and those with recently established programs.

So many teachers responded and wrote so extensively that it was impossible to record here every statement by every teacher. Those statements, however, which reflected and represented the
thought and ideas expressed by all teachers are included in the quotations below.

Our school is a town-school with a full-time non-teaching principal. So the work of our supervisor has been largely with those schools where the principal is a classroom teacher.

The supervision program being countywide and in its beginning stages made progress. I feel that it will continue to grow and be of service to all teachers.

Personality of the supervisor and her ability to work with teachers is just as important as academic training that she is required to take.

I've never had much supervisory help but I've always felt that a complete supervisory program with efficient, helpful non-domineering supervisors would be a wonderful help to any teacher.

The program is new and not accepted by all teachers. I feel that it is a wonderful program and has great possibilities. First it must be accepted by all teachers and they must be made to realize the value of such a program and the service that it can give. Supervision can give direction and unity and assure a high quality of instruction.

In answering the question, I believe that there should be definite improvement if the number of duties performed by the county supervisor were assigned to more than one individual. This is felt to be the case particularly inasmuch as the number of teachers required is continually increasing.

As an older person so new in primary work I have been helped greatly by our supervisor.

I am anxious for any help to improve my teaching of reading—also help in the unit type of work.

It seems that the supervisors in my county are tremendously overworked. They do an outstanding job considering the load they carry. I think it imperative to supply the means of additional supervisors or assistants to lessen the load of those now serving. Many times I do not contact them or ask for help because I know they are too busy now.
This is my first year of teaching since about 1925. I am teaching sixteen first graders. I think I am getting along all right. My principal tells me I am. He gives me all the help he can; gets anything I need to work with insofar as the district has money. We are shown movies and have a slide machine to take to our rooms and show to children.

Our county superintendent has never been to my room. The assistant county superintendent was in my room once. He told me that I was doing very good work. I have a college course under him this semester, "Study of Children," and I am learning a lot from it to help me. The teachers in our school all get along good together.

I feel a supervisor should be like a family doctor. When something is wrong, feel free to call on him to diagnose and prescribe.

Definitely more visits are needed if any great deal of help is to be rendered.

I think it would be more helpful if the beginning teachers particularly had more access to the county supervisor. When the supervisor has to be spread so thin over the whole county, it is difficult for her to be helping so many, and it is difficult to get as much help as one would like.

I am sure if some of the older teachers would bend in their ideas and be willing to experiment in the suggestions made, supervision would be far more effective. I think a supervisor needs more demanding power. If she thinks something is wrong, she should be able to demand and not just suggest that changes should be made. A teacher should be flexible enough to change some every year.

Our supervisor visits me in my classroom. Once or twice she has very abruptly burst into my room walking like a man and dressed in a masculine manner, smelling strongly of cigarette smoke, saying a few words to me, and leaving. She never wants to know the children's names or pays any attention to their projects or the art work they have made.
Supervision has not helped me much this year, but it may later. It is new and takes time to get started with so many schools.

Our supervisor is well-trained and every teacher feels free to call upon him. I really believe because he is a man, it makes it easier for him to work with women.

I feel teachers get vague answers from supervisors who are usually in a big hurry anyway. Ours is wonderful and very helpful; yet I still won't go to her with personal problems such as gossiping teachers. She has too much to do and I feel I am adult enough to care for myself by being kind and honest and not joining the cliques.

Our supervisor has done an excellent job. He is only human and is too busy for anyone person now.

An elementary supervisor with twelve schools and a minimum of seven teachers in each school can do very little to help us. I think it is a shame to take a good teacher for an elementary supervisor when we need them so much to teach boys and girls. I believe that money should be spent where it will benefit our youth.

The county supervisor should have a number of years experience in rural teaching and much knowledge of rural children. She should also have experience in several grade levels. If money is to be spent the rural children are in need of help with speech, hearing and eyes. I feel that supervision only added tension among the teachers. The teachers were older teachers and somewhat set in their ideas of education. The county superintendent should first prepare the way for supervision. I taught in a city system, with a supervisor for ten years. There we made excellent progress. The past year I taught in a county system; there it only made for confusion and tension.

Until all teachers follow the same school of thought (modern or otherwise), there is bound to be resentment of a supervisor, unless she is possessed of superior experience, tact, warm understanding, and outstanding personality traits. Most teachers in our building tolerated the idea of a supervisor. We felt that her experience was not superior to our own. Of course, any new plan is met with suspicion, generally.
The supervisor has helped me most by providing in-service meetings. Demonstrations of teaching have been very valuable to me. Encouragement and evaluations of my unit of work and projects have been a great help. I would like a testing program for weakness and also one for measuring progress.

I definitely feel that we need more group level meetings as well as individual conferences between the teacher and the supervisor with the cooperation of the principal. Each year there is a gradual gain and I feel in time with the development of our county wide curriculum guide that more teachers will welcome assistance and guidance.

II. A SUMMARY OF THE CHAPTER

Teachers preferred that supervisors not make unexpected visits to the classroom. During the past year in county elementary schools of Ohio, this was a supervisory practice used more than any other.

Teachers were favorable to classroom visits by the supervisor on invitation of the teacher or executive head.

Teachers preferred that supervisors take active part in classroom activities while making a supervisory visit.

Teachers looked favorably upon the supervisory procedure of planning with the teacher before the visit of the supervisor.

Teachers considered the after-visit conference as a procedure of excellent value.

Teachers preferred an after-visit conference with only the supervisor present.

Teachers were favorable to a parent-teacher supervisory conference, but this type of supervisory assistance evidently was requested in only a few cases.
Teachers considered of excellent value the supervisory practice of making instructional resources or lists of instructional materials available.

Teachers considered demonstration teaching by the supervisor to be of excellent value.

Teachers considered observation of good teaching in another room or school as a practice of excellent value to them.

Teachers derived considerable help from demonstration teaching by a book company consultant, by a resource person, or by an outstanding teacher.

Three-fourths of all teachers expressed a very positive attitude toward a cooperative approach in curriculum development. A majority was favorable to a study of philosophy and objectives as an initial approach to curriculum study.

Teachers were divided in their opinions of the value of a testing program as a supervisory procedure.

The majority of teachers opposed the infringement of their after-school time for in-service meetings. At the same time they were cognizant of the value of some types of professional in-service study. They did not look favorably upon county-wide after-school meetings which require considerable travel.

Fifty-two per cent of all teachers considered the development of a county professional library "of excellent value." Fifteen per cent more teachers considered the local library development
"of excellent value." Supervisory bulletins were considered by teachers as a service of excellent value.

Development of teacher's guides and scope and sequence charts were considered by teachers to be only moderately helpful as a supervisory procedure.

Arrangements for book exhibits and for helping teachers make instructional materials were both considered helpful supervisory services by teachers.

Almost all teachers favored additional supervisory help for beginning teachers during the first few months of the year.

Many problems bothered classroom teachers. Some of the problems considered of a serious nature by a greater number of teachers were: working for control of discipline of my class, obtaining instructional or supplementary material, understanding and developing a unit of teaching, finding time for personal recreation, obtaining audio or visual teaching aids, a lack of training in music and/or art, and providing for individual differences.

Problems in the teaching-learning situation which bothered a higher number of teachers who considered these problems of moderate or serious nature were:

a. Understanding the reading problems of my class.
b. Obtaining sufficient instructional resource or supplementary material.
c. Evaluating pupil progress.
d. Obtaining enough books and supplies.
e. Finding time for personal recreation.
f. Obtaining audio or visual teaching aids.
g. A lack of training in music and/or art.
h. Completing a self-appraisal or self-evaluation of my teaching.
i. Providing for individual differences.

Teachers in counties with newly established supervisory programs showed less appreciation of the value of such programs when compared to teachers in counties where supervision had been a service for some time.

Teachers who participated in this study were rather evenly divided among beginning teachers, teachers with limited experience, and teachers with considerable experience.

Data in this chapter indicated that teachers have many problems of a professional nature. These areas of concern for teachers require the services of a trained professional person who understands the teaching-learning process. The responsibilities and problems of the supervisor in giving assistance to teachers are presented in the next chapter through an interpretation of supervisor questionnaire results.
CHAPTER VII

RESULTS OF QUESTIONNAIRE STUDY (SUPERVISOR)

I. INTERPRETATION OF SUPERVISOR QUESTIONNAIRE STUDY

The supervisor questionnaire study was divided into two parts. The first part was a request for a summary of personal and professional information. The second part consisted of questions concerning the supervisory program and the supervisor's responsibilities in this program.

For the information of the reader it is restated here that twenty-nine questionnaires were sent to county supervisors in Ohio. Of this number twenty-three or eighty per cent were returned. The material presented here was summarized from the responses of the twenty-three county supervisors. All per cent figures in tables that follow are based on twenty-three participating supervisors.

The first three questions in part one of the questionnaire to supervisors requested information concerning sex, marital status, and age.

Please answer the first three questions by placing a check mark in the appropriate blank.

1. Sex: Male________________ Female________________
2. Marital status: Married____ Single_____
3. Age: 25 to 30________ 45 to 50________
       30 to 35________ 50 to 55________
       35 to 40________ 55 to 60________
       40 to 45________ 60 or above_______
Data revealed by a study of these three questions was presented in Table XIV on page 201.

The table relating to age, sex, and marital status of county supervisors indicated that the largest group of supervisors fell within the forty-five to fifty age category. One supervisor (four and four-tenths per cent) was between twenty-five and thirty years of age. Two supervisors (eight and seven-tenths per cent) were within the thirty to thirty-five age category. Four supervisors (seventeen and four-tenths per cent) were within the thirty-five to forty age bracket. Three supervisors (thirteen per cent) were within the forty to forty-five age bracket. Eight supervisors (thirty-four and eight-tenths per cent) were between fifty and fifty-five years of age. Two supervisors (eight and seven-tenths per cent) were within the fifty-five to sixty age category. No supervisors of the group of twenty-three responding were more than sixty years of age. This information indicated that most county supervisors could be considered middle-aged. The median age of county supervisors involved in this study was between forty-five and fifty.

Of the twenty-three supervisors responding in this study seven (thirty and eight-tenths per cent) were men and sixteen (sixty-nine and two-tenths per cent) were women. Approximately one-third of the supervisors were men and two-thirds were women. The table indicated that of the seven male supervisors one fell
<table>
<thead>
<tr>
<th>Years</th>
<th>Age Category</th>
<th>Male No.</th>
<th>Male %</th>
<th>Female No.</th>
<th>Female %</th>
<th>Married No.</th>
<th>Married %</th>
<th>Single No.</th>
<th>Single %</th>
</tr>
</thead>
<tbody>
<tr>
<td>25-30</td>
<td></td>
<td>1</td>
<td>4.4</td>
<td>1</td>
<td>4.4</td>
<td>1</td>
<td>4.4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>30-35</td>
<td></td>
<td>2</td>
<td>8.7</td>
<td>1</td>
<td>4.4</td>
<td>1</td>
<td>4.4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>35-40</td>
<td></td>
<td>4</td>
<td>17.4</td>
<td>1</td>
<td>4.4</td>
<td>4</td>
<td>4.4</td>
<td>2</td>
<td>8.7</td>
</tr>
<tr>
<td>40-45</td>
<td></td>
<td>3</td>
<td>13.0</td>
<td>1</td>
<td>4.4</td>
<td>2</td>
<td>8.7</td>
<td>1</td>
<td>4.4</td>
</tr>
<tr>
<td>45-50</td>
<td></td>
<td>8</td>
<td>34.8</td>
<td>1</td>
<td>4.4</td>
<td>7</td>
<td>30.6</td>
<td>5</td>
<td>21.6</td>
</tr>
<tr>
<td>50-55</td>
<td></td>
<td>3</td>
<td>13.0</td>
<td>1</td>
<td>4.4</td>
<td>2</td>
<td>8.7</td>
<td>1</td>
<td>4.4</td>
</tr>
<tr>
<td>55-60</td>
<td></td>
<td>2</td>
<td>8.7</td>
<td>1</td>
<td>4.4</td>
<td>1</td>
<td>4.4</td>
<td>2</td>
<td>8.7</td>
</tr>
<tr>
<td>60 or above</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>23</td>
<td>100.0</td>
<td>7</td>
<td>30.8</td>
<td>16</td>
<td>69.2</td>
<td>13</td>
<td>56.5</td>
</tr>
</tbody>
</table>
into each age category from twenty-five to sixty. Of the female supervisors one was between thirty and thirty-five years of age, three were between thirty-five and forty years of age, two came within the forty to forty-five age category, seven were between forty-five and fifty years of age, two came within the fifty to fifty-five age bracket, and one was between fifty-five and sixty years of age. It was interesting to conjecture why twice as many women as men had been chosen as supervisors. Possibly the reason may have been that at the elementary level there were more women teachers than men from which a selection could be made. It was possible also that criteria used in making a choice could have resulted in the selection of more women.

More supervisors were married than single. Of a total of twenty-three supervisors thirteen (fifty-six and five tenths percent) were married. Ten supervisors (forty-three and five tenths percent) were single. The one male supervisor between twenty-five and thirty years of age was married. Both supervisors within the thirty to thirty-five category were single. Of the four supervisors within the thirty-five to forty age bracket two were married and two were single. In the forty to forty-five age category one supervisor was married and two were single. In the category (forty-five to fifty) which had the largest number of supervisors, five were married and three were single. Of the three supervisors in the fifty to fifty-five age bracket two were married and one was
single. The two supervisors in the fifty-five to sixty age bracket were both married.

The fourth question in Part I of the supervisor's questionnaire related to training of supervisors.

4. Training: Are you a graduate of an Ohio High School?  
Yes_________________________ No_________________________

List colleges where degrees were received.
  Bachelor's Degree__________________________  Master's Degree__________________________  Ph.D.__________________________

Area or areas of specialization: (Please check)
  Elementary School Administration  _____  _____
  Secondary School Administration  _____  _____
  Superintendency  _____  _____
  Supervision  _____  _____
  Elementary School Teaching  _____  _____
  Secondary School Teaching  _____  _____
  No particular specialization  _____  _____
  Other  _____  _____

In Table XVI, page 204, the data concerning training of supervisors was summarized. This table showed that nineteen supervisors were graduates of Ohio high schools. Only four had their high school training in some other state. No supervisors had their Ph.D. degree although four indicated that they were studying for that degree.

The twenty-three county supervisors considered in this study received degrees from sixteen different colleges and universities in Ohio and other states. Four supervisors received their undergraduate training at Ohio University. Two received undergraduate training at each of the following institutions of higher learning: Kent State and Miami. Three received such training at Western
<table>
<thead>
<tr>
<th>Graduate of Ohio High School</th>
<th>University or College from which Degree Was Received</th>
<th>BA</th>
<th>MA</th>
<th>Area or Areas of Specialization</th>
<th>BA</th>
<th>MA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes 19</td>
<td>Akron U.</td>
<td>1</td>
<td>0</td>
<td>El. School Adm.</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Ashland Coll.</td>
<td>1</td>
<td>0</td>
<td>Sec. School Adm.</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Bowling Green</td>
<td>1</td>
<td>1</td>
<td>Superintendency</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Cincinnati Univ.</td>
<td>0</td>
<td>2</td>
<td>Supervision</td>
<td>0</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Columbia</td>
<td>0</td>
<td>4</td>
<td>Elem. School Teacher</td>
<td>16</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Heidelberg</td>
<td>1</td>
<td>0</td>
<td>Sec. School Teacher</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Holbrook Coll.</td>
<td>1</td>
<td>0</td>
<td>No particular spec.</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Kent State</td>
<td>2</td>
<td>2</td>
<td>Other:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Marshall Coll.</td>
<td>1</td>
<td>2</td>
<td>Curriculum</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Miami</td>
<td>2</td>
<td>1</td>
<td>Not indicated</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Ohio State Univ.</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ohio Univ.</td>
<td>4</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Univ. of S. Illinois</td>
<td>1</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Western Reserve</td>
<td>3</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wilmington</td>
<td>1</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wittenberg</td>
<td>1</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not listed</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No degree</td>
<td>0</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>23</td>
<td>23</td>
<td>Total</td>
<td>23</td>
<td>23</td>
</tr>
</tbody>
</table>
Reserve. The following colleges and universities each trained one supervisor as an undergraduate: Akron University, Ashland College, Bowling Green, Heidelberg, Holbrook College, Marshall College in Huntington, West Virginia, Ohio State University, University of Southern Illinois, Wilmington, and Wittenberg. Two supervisors did not list where they had received their undergraduate training.

The following universities trained two each of the twenty-three supervisors in their education for the M.A. degree: University of Cincinnati, Kent State, Marshall College, Ohio State University, and Western Reserve University. Bowling Green, Miami, and Ohio University each trained one supervisor in work toward the Master's degree. Four supervisors received their Master's degrees from Columbia University. Four supervisors evidently had no degree and two did not list the colleges from which they received their Master's degrees.

Sixteen supervisors of the twenty-three elementary supervisors who participated in this study specialized as undergraduates in elementary teaching, five specialized in high school teaching, and two did not indicate the area of specialization as an undergraduate.

Fourteen supervisors specialized in supervision in obtaining the Master's degree, three had as their area of graduate specialization the field of elementary school administration, and one each specialized in secondary school administration, superintendency, and curriculum. Three did not indicate their area of specialization for the Master's degree.
The fifth question in Part I of the supervisor's questionnaire related to the experience of the supervisor.

5. Experience: (Circle the last position held before being appointed as supervisor. Place an X beside all positions previously held.)

Elementary teacher __________ How long?__________
Secondary teacher __________ How long?__________
Elementary principal_______ How long?__________
Secondary principal_______ How long?__________
Other ______________________. How long?__________

Present experience as County Supervisor:
Number of years:
First year __________ Six to ten years_______
Second year __________ Eleven to fifteen_______
Three to five years____ Sixteen to twenty_______
More than twenty years________

Table XVII, page 208, shows that seventeen supervisors indicated that they had served previously as elementary teachers. They had taught an average number of ten years in this area. Six supervisors indicated previous experience in the field of secondary teaching. They had taught seven years each as an average. Seven supervisors indicated previous experience as an elementary principal. They had served four years each as an average. Three supervisors had been secondary principals with an average service of six years. One supervisor had served as a librarian for five years. Two supervisors had experience as local administrators with an average service of eight years each. One supervisor had served as a graduate assistant for one year and another supervisor had experience as a remedial reading specialist for four years. It is apparent from the data in this table that some supervisors indicated previous experience in more than one field.
Table XVIII, page 208, shows the number of years that county supervisors had served in their present positions. Twelve supervisors of the twenty-three responding indicated that they were in their first year as a supervisor. Five supervisors indicated a period of from three to five years in their present position. Six supervisors indicated that they had been in their present position from six to ten years.

The results shown here were expected since originally approximately half of the counties for this study were selected as counties with new supervisory programs. Half were chosen because their program had been in existence for several years.

Question number six in the county supervisor questionnaire concerned the annual compensation of the various county supervisors.

6. Compensation: (Check appropriate blank.)

<table>
<thead>
<tr>
<th>Present Salary:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>$3500 to $4000</td>
<td>$6500 to $7000</td>
<td></td>
</tr>
<tr>
<td>4000 to 4500</td>
<td>7000 to 7500</td>
<td></td>
</tr>
<tr>
<td>4500 to 5000</td>
<td>7500 to 8000</td>
<td></td>
</tr>
<tr>
<td>5000 to 5500</td>
<td>8000 to 8500</td>
<td></td>
</tr>
<tr>
<td>5500 to 6000</td>
<td>8500 to 9000</td>
<td></td>
</tr>
<tr>
<td>6000 to 6500</td>
<td>9000 to 9500</td>
<td></td>
</tr>
<tr>
<td>above 9500</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 3, page 209, indicated that five supervisors received $5,000 to $5,500 as an annual salary. Three supervisors had annual salaries that ranged between $5,500 and $6,000. The annual salary of eight supervisors was between $6,000 and $6,500. The salary of five supervisors ranged between $6,500 and $7,000. Two supervisors had a top salary of between $7,000 and $7,500.
### TABLE XVII

**AMOUNT AND KIND OF EXPERIENCE OF SUPERVISORS RESPONDING IN THE STUDY**

<table>
<thead>
<tr>
<th>Type of Previous Experience</th>
<th>Number Indicating This Past Experience</th>
<th>Number of Years in this Area (Average)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Teacher</td>
<td>17</td>
<td>10</td>
</tr>
<tr>
<td>Secondary Teacher</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Elementary Principal</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Secondary Principal</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Librarian</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Local Adm.</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Graduate Asst.</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Remedial Reading</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

### TABLE XVIII

**DATA INDICATING NUMBER OF YEARS OF EXPERIENCE OF SUPERVISORS IN PRESENT POSITIONS**

<table>
<thead>
<tr>
<th>Number of Years</th>
<th>Number of Supervisors</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td>12</td>
</tr>
<tr>
<td>Second Year</td>
<td>0</td>
</tr>
<tr>
<td>Three to Five Years</td>
<td>5</td>
</tr>
<tr>
<td>Six to Ten Years</td>
<td>6</td>
</tr>
<tr>
<td>Eleven to Fifteen Years</td>
<td>0</td>
</tr>
<tr>
<td>Sixteen to Twenty Years</td>
<td>0</td>
</tr>
<tr>
<td>Over Twenty Years</td>
<td>0</td>
</tr>
</tbody>
</table>
FIGURE 3

DATA SHOWING ANNUAL SALARY OF TWENTY-THREE COUNTY SUPERVISORS
Question seven in Part I of the supervisors' questionnaire requested information about membership of supervisors in professional organizations and attendance at professional meetings.

7. Professional organizations: (Please check both columns.)

<table>
<thead>
<tr>
<th>Organization</th>
<th>Member?</th>
<th>Attend Meetings?</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Education Association</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ohio Education Association</td>
<td></td>
<td></td>
</tr>
<tr>
<td>County Education Association</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Association for Childhood Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Federation of Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Association of School Administrators</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Association for Supervision and Curriculum Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As seen by figures on membership and attendance in Table XIX, page 211, twenty-two of the twenty-three supervisors were members of the National Education Association but only nine attended its meetings. Every supervisor of those responding in this study belonged to the Ohio Education Association. Twenty of this group also attended meetings of the association. Twenty-one supervisors were members of their county education association and nineteen attended meetings. Five supervisors belonged to the Association for Childhood Education and all five attended meetings of the association. None of the supervisors belonged to the American Federation of Teachers. Two supervisors belonged to and attended meetings of the American Association of School Administrators. Twenty supervisors were members and all attended meetings of the Association for Supervision and Curriculum Development. Two supervisors belonged to an area supervisor's group;
<table>
<thead>
<tr>
<th>Organization</th>
<th>Total Membership of Supervisors</th>
<th>Attendance at Meetings</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Education Association</td>
<td>22</td>
<td>9</td>
</tr>
<tr>
<td>Ohio Education Association</td>
<td>23</td>
<td>20</td>
</tr>
<tr>
<td>County Education Association</td>
<td>21</td>
<td>19</td>
</tr>
<tr>
<td>Assoc. for Childhood Education</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>American Federation of Teachers</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>American Assoc. of School Administrators</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Association for Supervision and Curriculum Der.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervisors Group</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Principals' Discussion Group</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Assoc. of Elementary School Principals</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>International Reading Association</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>
one attended meetings. Two supervisors were members of the Association of Elementary School Principals and two attended meetings. Four supervisors were members of the International Reading Association; all attended its meetings.

This data indicated rather extensive professional activity on the part of supervisors. Twenty-three supervisors had 104 memberships in ten different professional associations. This meant that each supervisor on an average belonged to four and one-half professional organizations.

The first part of question number eight in Part I of the questionnaire to supervisors requested information concerning the number, size, vertical organization and enrollment of county schools. Also requested were the number of teachers in the county and the number of teachers the supervisors contacted each week individually and in groups.

8. What is the total enrollment of children in your county elementary schools? ____________________
   How many elementary schools are there in your county? ____________________
   What type of vertical organization is used in your county?
     1st through 6th _____________
     1st through 8th _____________
     Kgn. through 6th _____________
     Kgn. through 8th _____________

Table XX on page 213 indicated that there was an average enrollment of 5,189 pupils in the twenty-three county elementary systems. There was a total of 129,347 pupils in all the elementary schools in
TABLE XX
DATA RELATING TO SIZE AND ORGANIZATION OF ELEMENTARY SCHOOLS IN TWENTY-THREE COUNTIES INVOLVED IN THIS STUDY

<table>
<thead>
<tr>
<th>Enrollment of Schools</th>
<th>Number of Schools</th>
<th>Vertical Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smallest County System</td>
<td>Largest County System</td>
<td>Total in Average County Twenty-three Counties In Each County</td>
</tr>
<tr>
<td>1940</td>
<td>20,000</td>
<td>129,347</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
the twenty-three counties. The largest county system had a total of 20,000 elementary pupils and the smallest county system had a total of 1,940 elementary children.

The huge enrollment of the largest county system meant that the one supervisor in that county had a tremendous job of supervision. The difference in enrollment of counties showed the range of planning necessary on the part of supervisors to meet the needs of different numbers of elementary children and teachers. There was an average enrollment of 5,189 elementary children in twenty-three counties.

There was a total of 427 elementary schools in the twenty-three counties involved in this study with an average number of nineteen schools in each county. The largest county system had a total of thirty-five elementary schools and the smallest county system had a total of eight elementary schools.

The supervisor in the county with twenty schools would have a lesser problem in planning and organization than would the supervisor in the county system with thirty-five elementary schools.

The vertical organization in elementary schools in the twenty-three counties consisted of four different possible types with various combinations of these types. Three counties had a vertical organization of grades one through six. Six counties had a vertical organization of grades one through eight. No county showed a vertical organization of grades kindergarten through six. Two counties showed a vertical organization of grades kindergarten
through eight. Twelve counties had various combinations of all of the listed types of vertical organization.

Most counties with a combination of types had a vertical organization of grades one through six and grades one through eight. Two counties had different schools which showed (in the same county) a vertical organization of grades one through six, grades one through eight, grades kindergarten through six, and grades kindergarten through eight. It was interesting to note that the vertical organization of grades one through eight was still more predominant as a type of organization than grades one through six in spite of our knowledge of child development and several decades of existence of the junior high school.

The supervisor in systems with two to four types of vertical organization would need to do extra planning to organize her work with relation to the various types of vertical organization.

The last part of question number eight in Part I of the supervisor questionnaire requested the number of elementary teachers in each county and the number with which supervisors actually worked individually or in groups during each week.

How many elementary teachers are there in this county?_____

Approximately how many teachers do you contact individually each week in your professional role as supervisor?_______

Approximately how many do you contact each week in professional group meetings or other activities?_________
Data given in Table XXI, page 217, showed that the number of elementary teachers in county systems involved in this study ranged from forty-six to 500. The median number of elementary teachers in all counties was 150. The average number of elementary teachers in each county was 189.

The number of elementary teachers contacted individually each week by all county supervisors from twenty counties who responded in this study was 592. (Three counties did not supply this information.) The average number of elementary teachers contacted individually by supervisors was twenty-nine and six-tenths per week.

Supervisors who responded indicated that they had contacted a total of 447 teachers each week in group situations. This meant that each supervisor individually contacted an average of twenty-nine and eight-tenths teachers each week for conference, observation, or for some other purpose.

It was interesting to note that there was apparently very little, if any, correlation between number of teachers in the county and number of teachers contacted either individually or in groups. The number of teachers contacted individually ranged from six to fifty and from five to seventy-five in a group.

The supervisor in a county with forty-six teachers certainly had a different problem than did the elementary supervisor in a county with 500 elementary teachers.
# Table XXI

Data showing number of county elementary teachers with whom supervisors worked each week.

<table>
<thead>
<tr>
<th>County</th>
<th>Number of Teachers In County</th>
<th>Number of Teachers Contacted Individually Each Week</th>
<th>Number of Teachers Contacted in Groups During Each Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>500</td>
<td>20</td>
<td>75</td>
</tr>
<tr>
<td>b</td>
<td>430</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>c</td>
<td>400</td>
<td>50</td>
<td>60</td>
</tr>
<tr>
<td>d</td>
<td>318</td>
<td>35</td>
<td>50</td>
</tr>
<tr>
<td>e</td>
<td>285</td>
<td>25</td>
<td>15</td>
</tr>
<tr>
<td>f</td>
<td>240</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>g</td>
<td>220</td>
<td>30</td>
<td>10</td>
</tr>
<tr>
<td>h</td>
<td>202</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>i</td>
<td>183</td>
<td>--</td>
<td>30</td>
</tr>
<tr>
<td>j</td>
<td>175</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>k</td>
<td>167</td>
<td>20</td>
<td>30</td>
</tr>
<tr>
<td>l</td>
<td>150</td>
<td>50</td>
<td>25</td>
</tr>
<tr>
<td>m</td>
<td>141</td>
<td>25</td>
<td>10</td>
</tr>
<tr>
<td>n</td>
<td>140</td>
<td>28</td>
<td>12</td>
</tr>
<tr>
<td>o</td>
<td>115</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>p</td>
<td>102</td>
<td>35</td>
<td>12</td>
</tr>
<tr>
<td>q</td>
<td>102</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>r</td>
<td>101</td>
<td>25</td>
<td>15</td>
</tr>
<tr>
<td>s</td>
<td>97</td>
<td>18</td>
<td>40</td>
</tr>
<tr>
<td>t</td>
<td>81</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>u</td>
<td>75</td>
<td>38</td>
<td>40</td>
</tr>
<tr>
<td>v</td>
<td>71</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>w</td>
<td>46</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>4341</td>
<td>592</td>
<td>447</td>
</tr>
<tr>
<td>Average</td>
<td>189</td>
<td>29.6</td>
<td>29.8</td>
</tr>
</tbody>
</table>
Question number nine in Part I of the supervisor questionnaire concerned the number of supervisors available to help elementary teachers in each county.

9. Please indicate the number of supervisors available to help elementary teachers in your county:

General Elementary Supervisor ____________________
Art Supervisor _____________________
Music Supervisor _____________________________________
Physical Education Supervisor ____________________
Other: ____________________________

Table XXII, page 219, shows that there were twenty-six general elementary supervisors in twenty-three counties. There were twenty general supervisors (one each) in twenty counties and six supervisors (two each) in three counties. There were six art supervisors, thirteen music supervisors, and two guidance persons. This indicated that a total of forty-seven supervisors gave assistance to 4,341 county teachers teaching 129,347 children in 427 elementary schools.

The proportion of supervisors to teachers and counties was, however, not altogether apparent from the information given in Table XXII. Actually one county had listed one general supervisor, four art supervisors, and eleven music supervisors for elementary grades. Therefore in the other twenty-two counties there were two music supervisors and two art supervisors. Another county had one each of general, art, and music supervisors. Without a doubt the number of supervisors to accomplish the job of giving assistance to
<table>
<thead>
<tr>
<th>Type of Supervisor</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Elementary: (One each)</td>
<td>20</td>
<td>55</td>
</tr>
<tr>
<td>Two supervisors in each of three counties</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td>Music</td>
<td>13</td>
<td>28</td>
</tr>
<tr>
<td>Physical Education</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Guidance (Child Study)</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>47</td>
<td>100</td>
</tr>
</tbody>
</table>
a large number of elementary teachers in twenty-three counties was entirely inadequate.

This question relating to kinds of supervisors in each county had no bearing on the comparative value or advisability of using general elementary supervisors and special supervisors but was placed in the questionnaire in order to discover information about this phase of supervision.

The tenth question in Part I of the questionnaire to supervisors requested information concerning secretarial help for supervisors.

10. Do you have paid secretarial help?
   Full time ______________ Part time ______________
   None ________________

Table XXIII, page 221, indicated that most supervisors had either full time or part time secretarial help available. Ten supervisors of the twenty-three responding in this study had a full time secretary. Nine supervisors had a part time secretary. Three supervisors had no secretarial help. One did not indicate whether such help was available or not.

Even though much secretarial help was apparently available to most supervisors, information given in this table did not indicate whether or not supervisors needed more secretarial help.

The last question of Part I in the supervisor questionnaire requested information concerning travel or expense allowance for the supervisor.
### TABLE XXIII

**AMOUNT OF SECRETARIAL HELP AVAILABLE TO SUPERVISORS**

<table>
<thead>
<tr>
<th>Type of Secretarial Help</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time</td>
<td>10</td>
</tr>
<tr>
<td>Part Time</td>
<td>9</td>
</tr>
<tr>
<td>None</td>
<td>3</td>
</tr>
<tr>
<td>Not Indicated</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>23</strong></td>
</tr>
</tbody>
</table>
11. Do you receive travel or expense allowance?
Yes ____________________ No_______________
If so, how much? ___________________________

Table XXIV, page 223, showed that expense or travel allowance for supervisors was paid in varying amounts. Nine supervisors received annual cash allowances ranging from $300 to $650. Two received $300, one received $350, one received $400, one received $450, two received $500, one received $600, and one received $650.

Six supervisors received cash allowances of a certain sum per mile. Two supervisors received six cents per mile, one received seven cents per mile, and three received eight cents per mile.

Special allowances given to three supervisors for expense purposes were forty dollars monthly, fifty dollars monthly, and sixty dollars monthly plus $100 yearly for meetings. One supervisor received travel expense for out-of-town professional meetings.

One supervisor had no expense allowance, and three did not indicate whether an expense allowance was available or not.

The data described in Table XXIV above indicated that there were numerous methods for reimbursing the supervisor for travel and other expenses. It was interesting to note that of twenty-three supervisors involved in this study only three received no travel or expense allowance.

The first question in Part II of the supervisor's questionnaire was concerned with the effectiveness of supervision on increasing the quality and efficiency of instruction and instructional material in county systems.
<table>
<thead>
<tr>
<th>Type and Amount of Allowance</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Annual Allowance:</strong></td>
<td></td>
</tr>
<tr>
<td>a. $300</td>
<td>2</td>
</tr>
<tr>
<td>b. $350</td>
<td>1</td>
</tr>
<tr>
<td>c. $400</td>
<td>1</td>
</tr>
<tr>
<td>d. $450</td>
<td>1</td>
</tr>
<tr>
<td>e. $500</td>
<td>2</td>
</tr>
<tr>
<td>f. $600</td>
<td>1</td>
</tr>
<tr>
<td>g. $650</td>
<td>1</td>
</tr>
<tr>
<td><strong>Travel Allowance:</strong></td>
<td></td>
</tr>
<tr>
<td>a. six cents per mile</td>
<td>2</td>
</tr>
<tr>
<td>b. seven cents per mile</td>
<td>1</td>
</tr>
<tr>
<td>c. eight cents per mile</td>
<td>3</td>
</tr>
<tr>
<td><strong>Special Allowance:</strong></td>
<td></td>
</tr>
<tr>
<td>a. $40 monthly</td>
<td>1</td>
</tr>
<tr>
<td>b. $50 monthly</td>
<td>1</td>
</tr>
<tr>
<td>c. $60 monthly for travel and</td>
<td>1</td>
</tr>
<tr>
<td>$100 yearly for meetings</td>
<td></td>
</tr>
<tr>
<td>d. Travel expense for out-of-town</td>
<td>1</td>
</tr>
<tr>
<td>professional meetings</td>
<td></td>
</tr>
<tr>
<td><strong>Not Indicated</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>No Allowance Given</strong></td>
<td>1</td>
</tr>
</tbody>
</table>
Part II - The Supervisory Program

1. What is your opinion concerning the effectiveness of supervision on increasing the quality and efficiency of instruction in this county?

None ___________ Some improvement __________
Very little ___________ Definite improvement __________

What is your opinion concerning the effectiveness of supervision on improving the quality of instructional material?

None ___________ Some improvement __________
Very little ___________ Definite improvement __________

As indicated in the data given in Table XXV, page 225, supervisors believed positively that instruction is being improved through supervision. Seven supervisors (thirty per cent) in this study gave the opinion that the quality of instruction had shown some improvement. Sixteen supervisors (seventy per cent) believed that supervision had been responsible for definite improvement in the quality of instruction. No supervisors marked the categories, no improvement or little improvement.

In considering instructional material one supervisor (four per cent) believed that supervision had very little effect upon the improvement of instructional material. Eight supervisors (thirty-five per cent) gave as their opinion that there had been some improvement in instructional material. Fourteen supervisors (sixty-one per cent) had the opinion that supervision had resulted in definite improvement in instructional material.

Evidence showed that supervisors believed that supervision had improved both the quality of instruction and instructional material.
### TABLE XXV

**SUPERVISOR OPINION ON EFFECTIVENESS OF SUPERVISION UPON IMPROVEMENT OF INSTRUCTION AND INSTRUCTIONAL MATERIAL**

<table>
<thead>
<tr>
<th>Supervisor Opinion on Improvement of Quality of</th>
<th>None</th>
<th>Very Little</th>
<th>Some Improvement</th>
<th>Definite Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>7 30</td>
</tr>
<tr>
<td>Instructional Material</td>
<td>0</td>
<td>0</td>
<td>1 4</td>
<td>8 35</td>
</tr>
</tbody>
</table>
in county systems. Data indicated, however, that there was less agreement of opinion on improvement of instructional material than upon improvement of the quality of instruction.

Question number two requested information about the number of times and the hours spent by supervisors in various types of supervisory service.

2. Indicate by a check mark in Column A, the approximate number of times within the past month that you have given the following types of supervisory service.

Then indicate in Column B the approximate number of hours that you have spent in this type of supervisory service within the past month.

<table>
<thead>
<tr>
<th>Types of Service</th>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Classroom visitation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Conferences with teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Planning and organizing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Serving as a speaker, resource leader, or consultant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Conferences with administrators or Board of Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Evaluation of Instructional Program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Preparation or Revision of Instructional Material</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Personal Professional Advancement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Planning a Testing Program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>j. Working with Community Groups in School Affairs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>k. Assisting in Selection, Appointment, Assignment and Transfer of Teachers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. Miscellaneous.
   m. Other

In order to precisely state in the question what was intended by the first item, "classroom visitation," an example was given to help the supervisor in completing information for this item.

(Examples: Visiting a teacher at her request. Routine visitation. Visiting a classroom at administrator's request. Helping in new teacher orientation. Helping a teacher with reading problems. Demonstrating use of projector or other equipment.)

In considering the incidence of classroom visitation during one month, supervisors indicated much time spent in this type of supervisory service. In fact, data showed that more time was spent in this type of supervisory service than in any other type. Eleven supervisors who responded indicated that they had given this type of service more than twenty-five times within a month, four supervisors listed twenty-one to twenty-five times, four supervisors listed sixteen to twenty times, three supervisors stated that they had given this type of service eleven to fifteen times within a month, and one supervisor listed six to ten times.

Supervisors listed forty-one as the average number of hours spent in one month in classroom visitation. The smallest number of hours spent by any one supervisor was ten. The greatest number of hours spent by a supervisor in classroom visitation was eighty-five.

The following examples were given to help in explaining the item, "conferences with teachers."
<table>
<thead>
<tr>
<th>Types of Service</th>
<th>Number of Times Service Was Given Within a Month</th>
<th>Hours Spent In One Month</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not 1 2 6 11 16 21 25 to to to to to or indicated 5 10 15 20 25 more</td>
<td>Smallest Higest Average</td>
</tr>
<tr>
<td>a. Classroom Visitation</td>
<td>1 0 0 1 3 4 4 11</td>
<td>10 85 41</td>
</tr>
<tr>
<td>b. Conferences with Teachers</td>
<td>1 0 3 3 5 2 6 3</td>
<td>2 35 18</td>
</tr>
<tr>
<td>c. Planning and Organizing</td>
<td>3 2 8 6 1 1 0 2</td>
<td>1 32 13</td>
</tr>
<tr>
<td>d. Serving as speaker resource leader, or consultant</td>
<td>3 2 10 4 3 0 0 1</td>
<td>2 30 12</td>
</tr>
<tr>
<td>e. Conferences with administrators or Board of Education</td>
<td>1 1 1 1 8 1 1 0 2</td>
<td>1 32 11</td>
</tr>
<tr>
<td>f. Evaluation of Instructional program</td>
<td>2 1 9 7 2 0 1 1</td>
<td>1 72 10</td>
</tr>
<tr>
<td>g. Preparation or revision of Instructional material</td>
<td>7 0 5 5 2 1 1 2</td>
<td>1 72 21</td>
</tr>
<tr>
<td>h. Personal Professional Advancement</td>
<td>5 1 1 1 4 0 0 0 2</td>
<td>1 40 16</td>
</tr>
<tr>
<td>i. Planning a testing program</td>
<td>7 2 7 4 0 0 0 3</td>
<td>1 45 10</td>
</tr>
<tr>
<td>j. Working with community groups</td>
<td>10 4 6 1 1 1 0 0</td>
<td>1 20 7</td>
</tr>
<tr>
<td>k. Assisting in selection, appointment and transfer of teachers</td>
<td>8 2 8 4 1 0 0 0</td>
<td>3 15 6</td>
</tr>
<tr>
<td>l. Miscellaneous</td>
<td>8 3 6 2 1 1 2 0</td>
<td>1 40 12</td>
</tr>
<tr>
<td>m. Other:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organized PTA Council</td>
<td>1 0 0 0 0 0 0</td>
<td>- - 10</td>
</tr>
<tr>
<td>Organized class for Retarded Learners</td>
<td>1 0 0 0 0 0 0</td>
<td>- - 5</td>
</tr>
<tr>
<td>Spelling Contests</td>
<td>1 0 0 0 0 0 0</td>
<td>- - 3</td>
</tr>
<tr>
<td>Teacher Career Day</td>
<td>1 0 0 0 0 0 0</td>
<td>- - 2</td>
</tr>
<tr>
<td>Building Staff Meetings</td>
<td>0 1 0 0 0 0 0</td>
<td>- - 16</td>
</tr>
</tbody>
</table>
Three supervisors indicated that they had had conferences with teachers twenty-five or more times within one month. Six supervisors stated that they had had twenty-one to twenty-five conferences with teachers, two supervisors listed sixteen to twenty, five supervisors indicated eleven to fifteen, three supervisors checked six to ten, and three supervisors showed that they had engaged in teacher conferences two to five times within a month. This showed a wide range of time spent by supervisors in conferences with teachers.

An average of eighteen hours was spent by supervisors in one month in conferences with teachers. The highest number of hours spent in conferences with teachers was thirty-five within the month. The smallest number indicated by supervisors was two hours per month.

The following examples were given to supervisors to explain what was meant by the third item, "planning and organizing."

(Examples: Arranging in-service professional meetings. Planning grade level study meetings with teachers. Arranging workshops.)

This item, "planning and organizing" showed fewer hours spent by supervisors than the two items mentioned previously. Two supervisors indicated that they had helped in planning and organizing twenty-five or more times within a month. One supervisor listed sixteen to twenty times and another supervisor indicated that she had helped with this type of service eleven to fifteen times.
Six supervisors indicated that they had helped in this way six to ten times during a month. Eight supervisors had assisted with planning and organizing two to five times and two supervisors had given this type of service one time during the month.

Supervisors indicated that they had spent an average of thirteen hours during the month in planning and organizing. The highest number of hours spent for this service was thirty-two and the lowest number of hours spent was one.

In the questionnaire to supervisors the next item, "serving as speaker, resource leader, or consultant," was listed with the following examples:

(Examples: In faculty meeting, in in-service county or local meeting, in panel discussion, in study of philosophy or objectives, in PTA meetings, on a curriculum council.)

In this type of supervisory service one supervisor indicated that she had served as a speaker more than twenty-five times within a month. (This seemed to be a very busy schedule of speaking for one who had so many other duties to perform.) Three supervisors indicated that they had served as a speaker eleven to fifteen times within a month, four supervisors listed six to ten times, ten supervisors indicated two to five times, and two supervisors showed that they had served as speaker or consultant just one time during the month.

Supervisors indicated that they had engaged in this type of supervisory service (speaker, resource leader, or consultant) an
average of twelve hours during a month. The highest number of hours spent was thirty and the smallest number of hours spent as speaker or consultant was two.

In considering the next item in the question, "conferences with administrators or boards of education," supervisors were requested to note the following examples:

(Examples: Meeting with county superintendent, with executive heads, or with building principal for administrative purposes or curriculum study. Attend Board meetings.)

Two supervisors indicated that they had engaged in this supervisory service more than twenty-five times during the month. One supervisor listed sixteen to twenty times and another supervisor indicated eleven to fifteen times. Eight supervisors listed six to ten as the number of times they had had conferences with administrators or boards of education. Eleven supervisors listed two to five as the number of times they had engaged in that type of supervisory work. One supervisor had met for conference with administrators or the board of education only one time.

Supervisors engaged in administrative meetings an average of eleven hours during the month. One supervisor had spent as much as thirty-two hours during the month in this way. The lowest number of hours for any supervisor meeting with board of education or administrator was one hour within a month.

In "evaluation of the instructional program" the following examples were given:
(Examples: Evaluation of instructional program with local administrators. Evaluation of supervision with county superintendent. Evaluation of classroom problems with teacher.)

One supervisor indicated that such types of evaluation in which she had engaged during the month numbered more than twenty-five. Another supervisor listed twenty-one to twenty-five. Two supervisors indicated that they had led in evaluation of the program eleven to fifteen times, seven supervisors listed six to ten times and nine supervisors listed two to five times. Only one supervisor listed evaluation of the instructional program as something engaged in only once within the month.

A wide range of hours that supervisors engaged in this project was indicated. The highest number of hours for a one month period was seventy-five; the lowest number of hours was one. As an average figure supervisors had engaged in evaluation of the instructional program ten hours.

Item g in Table XXVI, page 228, was titled "Preparation or revision of instructional material." The following examples were given in order to help the supervisor in understanding the question.

(Examples: Course of study, curriculum bulletin, curriculum guide, supervisory bulletins, agreements, charts, resource files.)

Two supervisors indicated that they had participated in giving such service at least twenty-five times within a month. One supervisor listed twenty-one to twenty-five times, one listed sixteen to twenty times, and two listed that they had given this service eleven
to fifteen times within a month. Five supervisors had helped in
preparation or revision of instructional material from six to ten
times and five also had given such service two to five times within
a month.

The highest number of hours recorded for such service by any
supervisor was seventy-two for one month. The lowest number
recorded for preparation and revision of instructional material was
one. As an average, supervisors indicated twenty-one hours on
preparation and revision of instructional material within a month.

In the next item in question 2 of the supervisors' questionnaire,
"personal professional advancement," the following examples were given.

(Examples: Reading professional material. Con­
sulting with State Department personnel. Attending
University Classes.)

Two supervisors indicated that they had engaged in their own
personal professional advancement a total of more than twenty-five
times within a month. Four supervisors listed six to ten times,
eleven supervisors listed two to five times, and one supervisor
stated that she had participated in some activity promoting her own
personal professional advancement only one time within the month.

The highest number of hours indicated by any supervisor for
this activity was forty and the lowest number of hours indicated was
one. An average of ten hours was shown for all supervisors as a
monthly figure in activities which promoted personal professional
advancement.
The next item listed in question two of the supervisors' questionnaire was "planning a testing program."

(Examples: Choosing tests for county use. Testing individual pupils. Group or class testing. Scoring papers. Explaining test results.)

Three supervisors indicated that more than twenty-five times during a month they had given assistance in this type of supervisory service. Four supervisors indicated that they had given this assistance six to ten times, seven listed two to five times, and two indicated one occasion within the month that they had assisted in planning a testing program.

One supervisor indicated that she had spent forty-five hours within the month in this sort of supervisory work and another supervisor listed only one hour. An average of ten hours per month was indicated for all supervisors who responded to this item.

Another item listed in question two was "working with community groups in school affairs."

(Examples: Acting as consultant to civic or social groups. Attending meetings at which school affairs are discussed. Addressing community groups on supervision or other phases of education.)

This item showed a smaller number of hours and fewer times that supervisors participated in this activity than in many of the other items listed in this same question. One supervisor indicated sixteen to twenty times within the month, another listed eleven to fifteen times, and a third showed that she had worked with community
groups six to ten times. Several supervisors showed a still smaller amount of help given in this area of supervisory service: six listed two to five times within a month and four listed only one time within the month that they had participated in such an activity.

The highest number of hours listed by any supervisor in this service was twenty and the lowest figure was one. Supervisors contributed an average of seven hours each within a month in working with community groups.

Item k in the second question related to "assisting in the selection, appointment, and transfer of teachers."

(Examples: Recommend teachers for appointment, Rate teachers. Advise with administrator concerning teacher transfer.)

Evidently supervisors participate in this administrative-supervisory function more than would be anticipated. One supervisor indicated that she had assisted in this supervisory activity from eleven to fifteen times within a month. Four supervisors indicated six to eleven times during a month, eight listed two to five times within a month, and two indicated that they had participated one time within the month in the selection, appointment, and transfer of teachers.

The greatest amount of time indicated by any supervisor for this type of work was fifteen hours. The least amount of time indicated was three hours. Supervisors indicated that on an average they had assisted six hours within a month in selection, appointment, and transfer of teachers.
In item 1 of this same question several supervisory activities were listed as miscellaneous.

(Examples: Developing a library, using newspaper publicity to inform parents. Reviewing textbooks for purchase. Obtaining books and supplies.)

Two supervisors indicated that they participated in such "miscellaneous" activities for a total of from twenty-one to twenty-five times per month, one supervisor listed sixteen to twenty times, and another indicated eleven to fifteen times that they had participated in miscellaneous supervisory activities within a month. Two supervisors listed six to ten times, eight listed two to five times, and three indicated that they had participated only one time within a month in such "miscellaneous" supervisory activities.

The supervisor indicating the greatest amount of time spent for miscellaneous supervisory activities listed a total of forty hours. The supervisor indicating the least number of hours listed one hour. Supervisors indicated that they had spent an average of twelve hours per month on miscellaneous supervisory activities.

Under item m in question two it was requested of supervisors that they list time spent in any other supervisory activities which were not previously included.

m. Other. (Include any professional activity to which an appreciable amount of time is devoted.)

A few such activities were listed by supervisors. One supervisor listed that she had spent ten hours within a month in
"organizing a PTA Council." Another supervisor had spent five hours within a month in "organizing a class for retarded learners."

Another activity in which a supervisor spent three hours within a month was a "spelling contest." "Teacher career day" was an additional activity in which a supervisor had spent two hours within a month. Another supervisor had engaged in "participating in building staff meetings" for a total of sixteen hours for the month. This service would ordinarily be recorded under "consulting," item d.

The third question in the questionnaire to supervisors requested information concerning their philosophy in the administration of the supervisory program. This same information was asked previously of county superintendents and local executive heads (see Chapter V, pages 106 and 122).

3. What phrase probably best describes supervision in this county? Please check one.

   a. Directing the instructional program and inspecting the results of teaching. _____
   b. Giving teachers freedom and allowing the program to develop as individual teachers gain new insights. _____
   c. Giving direction to and providing critical evaluation of the instructional process. _____
   d. Helping school personnel define what they are going to do, thinking with them about ways of doing it, assisting them in executing the plans, and evaluating the results with them. _____

Data in Table XXVII, page 238, showed that more than three-fourths of all supervisors (seventy-eight and two-tenths per cent)
### TABLE XXVII

**DATA SHOWING PHILOSOPHY OF SUPERVISORS IN CARRYING OUT SUPERVISORY POLICIES AND PROCEDURES**

<table>
<thead>
<tr>
<th>Statement of Supervisory Philosophy</th>
<th>Number of Supervisors</th>
<th>Per Cent of Supervisors</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Directing the instructional program and inspecting the results of teaching.</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>b. Giving teachers freedom and allowing the program to develop as individual teachers gain new insights.</td>
<td>1</td>
<td>4.4</td>
</tr>
<tr>
<td>c. Giving direction to and providing critical evaluation of the instructional process.</td>
<td>4</td>
<td>17.4</td>
</tr>
<tr>
<td>d. Helping school personnel define what they are going to do, thinking with them about ways of doing it, assisting them in executing the plans, and evaluating the results with them.</td>
<td>18</td>
<td>78.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>23</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
believed in "helping school personnel define what they are going to do, thinking with them about ways of doing it, assisting them in executing the plans, and evaluating the results with them." This procedure described a democratic philosophy of supervision. The next smaller number of supervisors (seventeen and four-tenths per cent) indicated in Table XXVII that they believed in "giving direction to and providing critical evaluation of the instructional process." This statement described a democratic philosophy of supervision. This meant that a total of ninety-five and six-tenths per cent of all supervisors who responded in this study believed in a democratic philosophy of supervisory procedures.

Only one supervisor (four and four-tenths per cent) believed in "giving teachers freedom and allowing the program to develop as individual teachers gain new insights." This statement indicated in general a laissez-faire policy of supervision.

No supervisor checked the first statement, which was autocratic in nature, "directing the instructional program and inspecting the results of teaching."

Question four in part two of the questionnaire to supervisors listed a number of problems or difficulties that confront beginning supervisors. Supervisors were requested to check whether they had had such a problem in starting their present position and also to show what individual was most instrumental in helping the supervisor to work out the problem.
4. Certain problems confront each beginning supervisor. Indicate by a check mark in Column A whether you had such a problem in starting your present position.

Show by a check mark in Column B who was most instrumental in helping you to work out the problem. E refers to executive head, T refers to a teacher, S refers to another supervisor, C refers to county superintendent, P refers to a parent, M refers to the fact that you solved the problem yourself.

In Table XXVIII, page 241, item "a" was listed as a problem by supervisors more than any other item. This item, "learning policies and regulations in the various schools," was listed by nineteen supervisors as a problem or difficulty. Only four supervisors of the twenty-three responding did not list this as a problem. Seven supervisors indicated that executive heads were responsible in reaching a solution to the problem. Seven other supervisors listed the county superintendent as the one responsible for helping to solve the difficulty. Three supervisors indicated that they had solved the problem themselves; one listed a teacher and one listed another supervisor as helping with the problem or difficulty.

It seems evident from this data that executive heads and county superintendents need to try in all possible ways to orient the supervisor to the local situation by providing teacher handbooks, courses of study, or any material of a general nature that would better acquaint the supervisor with local policies and regulations.

Item "l", finding sufficient resource material, was next in number of responses listed by supervisors as a problem or difficulty.
### TABLE XXVIII

INFORMATION CONCERNING PROBLEMS OR DIFFICULTIES OF BEGINNING SUPERVISORS AND ASSISTANCE IN SOLVING THEIR PROBLEMS

<table>
<thead>
<tr>
<th>Problem or Difficulty</th>
<th>No. of Supervisors indicating a problem</th>
<th>Solution reached through</th>
<th>Exec. Teacher</th>
<th>Supervisor</th>
<th>Co. Supt.</th>
<th>Parent</th>
<th>Solved by individual</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Unfavorable attitude of teachers.</td>
<td>9</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>b. Unfavorable attitude of another supervisor.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>c. Unfavorable attitude of the executive head.</td>
<td>6</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>d. Acceptance by the community.</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>e. Conflict in role and responsibility of supervisor and executive head.</td>
<td>6</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>f. Finding sufficient time for my duties.</td>
<td>13</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>g. Traditionalism in schools in the county.</td>
<td>13</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>h. A personal problem of &quot;stage fright&quot; before groups.</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>i. Defining role of supervisor with county superintendent and Board of Education.</td>
<td>11</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>j. Organizing teachers into workshops or study groups.</td>
<td>13</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>k. Learning to know teachers, executive heads, and other personnel.</td>
<td>12</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>l. Finding sufficient resource material.</td>
<td>16</td>
<td>3</td>
<td>1</td>
<td>5</td>
<td>5</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>m. Lack of clerical help.</td>
<td>6</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>n. Lack of rapport and jealousy between various county schools.</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>o. Insufficient salary.</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>p. Preparation of reports.</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>q. Understanding how to help new teachers.</td>
<td>13</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>r. Trying to stick to a schedule.</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>s. Learning policies and regulations in the various schools.</td>
<td>19</td>
<td>7</td>
<td>1</td>
<td>1</td>
<td>7</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>t. Finding time for personal recreation.</td>
<td>1</td>
<td>2</td>
<td>(not solved)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>u. Other: Insufficient transportation.</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>v. Pressure of time.</td>
<td>1</td>
<td>(not solved)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Sixteen of twenty-three supervisors stated this was a problem. Five each stated that another supervisor or the county superintendent had been instrumental in solving the problem. Three stated that the executive head had helped in reaching a solution, and three others stated they had solved the problem themselves. One indicated a teacher had helped in "finding sufficient resource material."

Thirteen supervisors listed item f, "finding sufficient time for my duties," as a problem or difficulty for supervisors. Seven stated that they had solved the problem themselves, four indicated that solution came through the county superintendent, and one each was helped by an executive head and another supervisor.

Thirteen supervisors also listed item g, "traditionalism of schools in the county" as a problem for beginning supervisors. Six felt that they had solved this problem of "traditionalism" themselves and three had had assistance from the county superintendent. Two each had been helped by an executive head and two by another supervisor.

Thirteen supervisors listed item j, "organizing teachers into workshops or study groups" as a problem for beginning supervisors. Five had reached a solution to the problem through the county superintendent, and four felt that they had solved the problem themselves. Two each who considered this a problem stated that the problem had been solved by an executive head and a teacher.
Thirteen supervisors stated that item q, "understanding how to help new teachers," was a problem or difficulty. Four supervisors indicated that they had solved the difficulty themselves, and four stated that the solution came through the help of the county superintendent. Executive heads and teachers were each named by two supervisors as being of assistance in solving the problem. Only one supervisor named another supervisor as one who helped in solving the problem of understanding how to help new teachers.

Nine supervisors indicated that item a, "unfavorable attitude of teachers," was a problem for beginning supervisors. Four had solved the problem themselves, three had received help from the county superintendent, and two indicated that the executive head had assisted in a solution of the problem.

Six supervisors stated that "unfavorable attitude of the executive head," item c, was a problem for beginning supervisors. Three had received assistance in a solution through the help of the county superintendent. One supervisor received such assistance from an executive head, another from a supervisor, and another stated that she had solved the problem herself.

"Lack of clerical help," item m, was also listed by six supervisors as a problem for beginning teachers. Three had received help in this respect from the county superintendent, and two supervisors had received help from an executive head and another supervisor. One supervisor indicated that she, herself, had solved the problem.
"Acceptance by the community," item d, appeared to be a problem to five supervisors. Two had been helped in the solution of this problem by executive heads. One supervisor stated that she had solved the problem herself, and two received help in the solution of the problem through the help of a county superintendent and the help of a teacher.

Five supervisors also listed "preparation of reports," as a problem of beginning supervisors. Two indicated that the county superintendent had helped in solution of the problem, and three supervisors indicated that they had solved the problem themselves.

Four supervisors listed "trying to stick to a schedule," as a problem. One received assistance in this respect from the county superintendent and three indicated that they had solved the problem themselves.

Two supervisors checked "lack of rapport and jealousy between county schools," as a problem. Apparently no solution had been found since none was indicated.

"Insufficient salary," also was listed by two supervisors as a problem for beginning supervisors. The county superintendent evidently helped in a solution.

A "personal problem of stage-fright before groups" was listed by one supervisor as a problem. Apparently a solution had been found through the help of a teacher.

Three supervisors indicated that "finding time for personal recreation," was a problem. One supervisor had solved the problem
herself and two supervisors indicated that the problem had not been solved.

Under the last item, "other," one supervisor had indicated "insufficient transportation," as a problem, which she herself had solved. In this same category, "pressure of time" was listed by another supervisor as a problem which had not been solved.

Data from question four indicates that the county superintendent is a key figure in helping supervisors with their problems.

Question five in Part II of the questionnaire to supervisors requested information concerning practices or types of assistance most likely to improve supervision in county systems.

5. What practices or types of assistance would most likely improve supervision in this county? Please show by a check mark (X) in the proper blank if you believe that the assistance indicated would (1) be of great value, (2) be of some value, (3) be of little value. Please check, also, in the fourth column if the service is already given.

Data showing supervisor reaction to this question are given in Table XXIX, page 246. All figures listed in this table were obtained from twenty-three supervisors who responded in this study.

Eleven supervisors of twenty-three considered "providing more consultant service in the State Department Office," as of great value. Five supervisors considered this of some value. No supervisors considered it of little value. Seven did not indicate any preference. Three supervisors checked the last column indicating that they considered it a fact the State Department Office was already providing this type of assistance.
### TABLE XXIX

**TYPES OF ASSISTANCE CHECKED BY SUPERVISORS AS BEING MOST LIKELY TO IMPROVE SUPERVISION IN COUNTY SYSTEMS**

<table>
<thead>
<tr>
<th>Type of Assistance</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Providing more consultant service in the State Department office.</td>
<td>7</td>
<td>11</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>b. Providing more consultant (field) service at the local level.</td>
<td>9</td>
<td>9</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>c. Publishing a State Department News Letter, which reports supervisory activities over the State.</td>
<td>2</td>
<td>13</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>d. Developing better courses in supervision in colleges and universities.</td>
<td>9</td>
<td>8</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>e. Organizing workshops for supervisors planned by State Department.</td>
<td>4</td>
<td>10</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>f. Adding additional staff in the field of special supervision (art, music, physical education.)</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>g. Adding additional staff in the field of general supervision.</td>
<td>7</td>
<td>9</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>h. Scheduling regular monthly meetings of supervisor, executive heads, and county superintendents.</td>
<td>9</td>
<td>9</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>i. Preparation of a course of study for the county.</td>
<td>9</td>
<td>12</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>j. Encouraging broader parent participation in improving the instructional program.</td>
<td>2</td>
<td>8</td>
<td>11</td>
<td>2</td>
</tr>
<tr>
<td>k. Providing clerical help for the supervisor.</td>
<td>10</td>
<td>10</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>l. Other</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>1. Adding a psychologist</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>2. Meetings of elementary principals and supervisors</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

Table continues...
Nine supervisors considered item b, "providing more consultant (field) service at the local level," as a service of great value. Four indicated that it would be of some value and one checked of little value. Nine did not respond.

Thirteen supervisors (the largest number in the list) considered "publishing a State Department News Letter" as of great value. Seven indicated this of some value and one stated that this would be of little value. Two supervisors did not respond to this item.

Eight supervisors checked "developing better courses in supervision in colleges and universities" as of great value. (The writer did not share this view, as was previously stated, and included this item only for the purpose of giving supervisors opportunity to express themselves completely on any item that they considered a problem.) Six supervisors checked this as of some value. Three supervisors indicated that this was already being done in colleges and universities.

"Organizing workshops for supervisors planned by State Department" was checked as of great value by ten supervisors. Eight supervisors indicated this item to be of some value and one supervisor checked this item to be of little value. Four supervisors did not respond. In column four, eight supervisors evidently were aware that this practice was already in action.

Six supervisors checked "adding additional staff in the field of special supervision" as of great value. Six also indicated this
practice of some value and five listed this as of little value. Seven supervisors did not respond. In column four, two of the supervisors already mentioned in this paragraph indicated that this had evidently been done since this was checked as already in action.

Nine supervisors indicated that "adding additional staff in the field of general supervision" was of great value. Two checked this as of some value and five indicated that this would be of little value. Seven supervisors did not respond. Of the twenty-three supervisors responding, five indicated that this was already in action, that additional general supervisors had been added.

Nine supervisors checked "scheduling regular monthly meetings of supervisor, executive heads, and county superintendent," was of great value. Four supervisors indicated this to be of some value, and one supervisor checked of little value. Nine supervisors did not rate this item. Sixteen supervisors of those mentioned previously in this paragraph indicated that this practice was already in action.

In considering item j, "preparation of a course of study for the county," twelve supervisors had indicated that this was a practice of great value. Two supervisors indicated this to be of some value and nine supervisors did not respond. Of the twenty-three supervisors responding thirteen indicated that preparation of a course of study was already in action in their counties.

Eight supervisors indicated that "encouraging broader parent participation in improving the instructional program" was of great
value. Eleven checked of some value, and two indicated this item to be of no value. Two supervisors did not respond. Only one supervisor of those previously cited in this paragraph indicated that such a program was already in action.

Ten supervisors indicated that "providing clerical help for the supervisor" was of great value. Three checked of some value for this item, and ten supervisors did not respond to this item. Eleven supervisors of those already mentioned in this paragraph stated that this type of assistance was already in action.

Under item 1, other, two supervisors each added one suggested type of assistance which they indicated would be of great value. These two suggestions were: (1) adding a psychologist, and (2) meetings of elementary principals and supervisors.

Question six in Part II of the supervisor questionnaire related to the organization of supervisory programs in county systems. It was hoped that in requesting information on this point some pattern of organization could be observed which might prove helpful in the organization of other programs of supervision. Actually, however, nothing concrete was observed in responses, even though the material obtained is presented for what it is worth.

6. Please indicate the steps taken in pre-planning and initiating the supervisory program in this county. (Place number (1) after first step used, etc.)

Data obtained in response to this question were summarized in Table XXX, page 250.
### TABLE XXX

**PROCEDURES USED IN ORGANIZING SUPERVISORY PROGRAMS IN SEVERAL COUNTY SYSTEMS**

<table>
<thead>
<tr>
<th>Possible Steps in Organizing the Program</th>
<th>Pattern of Pre-planning and Initial Organization in Sixteen Counties</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16</td>
</tr>
<tr>
<td>a. Board of education approved new program.</td>
<td>1 1 1 1 1 2 5 1 1 1 1 1 1 1</td>
</tr>
<tr>
<td>b. Pre-planning conference between County Superintendent and Supervisor.</td>
<td>2 2 2 1 2 3 1 2 2 2 2 1 1 2</td>
</tr>
<tr>
<td>c. Contacting local executive heads to visit schools.</td>
<td>4 4 3 2 5 4 3 3 3 3 3 4 4 3</td>
</tr>
<tr>
<td>d. Conference with local executive heads.</td>
<td>5 3 3 4 3 1 4 4 4 3 4 2 2</td>
</tr>
<tr>
<td>e. Group conference with all teachers.</td>
<td>8 5 5 3 4 5 8 8 4 7 4</td>
</tr>
<tr>
<td>f. Consulting with State Department.</td>
<td>3 9 4 9 4 5 5 7 7 7 5 3 3 5</td>
</tr>
<tr>
<td>g. Developing a Supervisory News Bulletin.</td>
<td>8 8 5 5 5 2 6 4 5 6 8</td>
</tr>
<tr>
<td>h. Locating instructional aids and other resources.</td>
<td>6 7 6 6 6 5 5 6 5 7 5 7 6</td>
</tr>
<tr>
<td>i. Classroom visitation.</td>
<td>7 6 5 7 7 5 5 5 6 8 6 6 5 5</td>
</tr>
</tbody>
</table>

---

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As could be seen by checking this table only a slight similarity was observed in the responses obtained from the sixteen counties studied. In one instance (county seven) the board of education approved the program only after a conference with local executive heads. In almost all other counties the approval of the program by the Board of Education was the first procedure in planning, and a pre-planning conference between the county superintendent and supervisor was the second step. Three counties (number five, fourteen, and fifteen) apparently never had the program approved by the board of education since that step was completely omitted. One-half of the counties responding apparently omitted at least one of the possible listed steps in organization.

County one is probably as typical as any county in its pattern of pre-planning and initial organization. For that reason, the steps in organizing the program in county one are repeated here:

1. Board of education approved the new program.
2. Pre-planning conference between county superintendent and supervisor.
3. Consulting with the State Department.
5. Conference with local executive heads.
6. Locating instructional aids and other resources.
7. Classroom visitation.
8. Group conference with all teachers.
In the pattern of pre-planning indicated in Table XXX none of
the sixteen counties was similar to another. Each county super-
intendent and supervisor used a different procedure in setting up
the supervisory program.

With democratic principles of organization, administration,
and supervision being used in organization of supervisory programs,
it was to be expected that different plans and procedures would be
used in reaching the same objectives in various local county sit-
uations.

Question seven in Part II of the questionnaire to supervisors
requested supervisors to check procedures used by them to accomplish
certain listed aims of supervision.

7. The following are statements of possible aims in
supervision. Listed after these are supervisory
procedures or methods that may be used in accom-
plishing these aims. Please check procedures
used by you as a supervisor to accomplish the
aims suggested.

Data given by supervisors in response to this question are sum-
marized in Table XXXI, page 253. All figures and per cent in this
table are based upon the number, twenty-three, the full number of
supervisors who responded in this study.

The first objective listed in item a was: "continuously eval-
uating over-all objectives as a basis for further planning." One
listed supervisory method or procedure under this was "regular
conference with county superintendent." Ninety-six per cent of
## Table XXXI
### A Summary of Supervisory Procedures or Methods
#### Used in Accomplishing Listed Aims

<table>
<thead>
<tr>
<th>Supervisory Objectives and Procedures Used</th>
<th>Responding</th>
<th>Not Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percentage</td>
</tr>
<tr>
<td><strong>a. Continuously evaluate overall objectives as a basis for further planning. By:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regular conference with county superintendent</td>
<td>22</td>
<td>96</td>
</tr>
<tr>
<td>Regular conference with local executive head</td>
<td>17</td>
<td>74</td>
</tr>
<tr>
<td>Conferences with individual teachers</td>
<td>22</td>
<td>96</td>
</tr>
<tr>
<td>Conferences with parents</td>
<td>6</td>
<td>26</td>
</tr>
<tr>
<td>Use of evaluating forms</td>
<td>5</td>
<td>22</td>
</tr>
<tr>
<td>Grade level study groups</td>
<td>13</td>
<td>56</td>
</tr>
<tr>
<td>A testing program</td>
<td>15</td>
<td>78</td>
</tr>
<tr>
<td>Other &quot;Evaluate with a steering committee&quot;</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td><strong>b. Encourage growth in individuality, cooperation, and democratic processes. By:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encouraging teacher suggestions</td>
<td>22</td>
<td>96</td>
</tr>
<tr>
<td>Encouraging the &quot;we&quot; concept</td>
<td>22</td>
<td>96</td>
</tr>
<tr>
<td>Inviting teacher and administrator planning</td>
<td>15</td>
<td>65</td>
</tr>
<tr>
<td>Developing leadership wherever possible</td>
<td>18</td>
<td>78</td>
</tr>
<tr>
<td><strong>c. Utilize to the fullest extent the human and material resources of this county. By:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inviting parents as resource personnel</td>
<td>11</td>
<td>49</td>
</tr>
<tr>
<td>Inviting parents in curriculum study</td>
<td>5</td>
<td>22</td>
</tr>
<tr>
<td>Encouraging visitation of personnel between schools</td>
<td>19</td>
<td>82</td>
</tr>
<tr>
<td>Encouraging local student study trips</td>
<td>16</td>
<td>70</td>
</tr>
<tr>
<td>Arranging school use of local library</td>
<td>12</td>
<td>51</td>
</tr>
<tr>
<td>Other &quot;Working with public agencies&quot;</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td><strong>d. Encourage closer cooperation between schools in the county. By:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>County in-service study meetings</td>
<td>13</td>
<td>56</td>
</tr>
<tr>
<td>County grade-level meetings</td>
<td>21</td>
<td>91</td>
</tr>
<tr>
<td>Planning meetings with local executive heads</td>
<td>15</td>
<td>65</td>
</tr>
<tr>
<td>County wide curriculum study</td>
<td>18</td>
<td>78</td>
</tr>
<tr>
<td>Other &quot;County elementary meetings&quot;</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>&quot;Newsletter&quot;</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td><strong>e. Guide pupils toward pre-determined goals and objectives. By:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encouraging use of course of study</td>
<td>13</td>
<td>56</td>
</tr>
<tr>
<td>Developing resource files</td>
<td>17</td>
<td>74</td>
</tr>
<tr>
<td>Use of appropriate tests</td>
<td>16</td>
<td>70</td>
</tr>
<tr>
<td>Using curriculum guide for direction</td>
<td>13</td>
<td>56</td>
</tr>
<tr>
<td><strong>f. Improve relations in county between lay people and school personnel. By:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Providing educational articles for local papers</td>
<td>14</td>
<td>61</td>
</tr>
<tr>
<td>Encouraging parent visitation</td>
<td>17</td>
<td>74</td>
</tr>
<tr>
<td>Encouraging home visits by teachers</td>
<td>16</td>
<td>70</td>
</tr>
<tr>
<td>Improving the reporting system</td>
<td>17</td>
<td>74</td>
</tr>
<tr>
<td>Encouraging teacher participation</td>
<td>13</td>
<td>56</td>
</tr>
<tr>
<td>Providing regular informative &quot;take-home&quot; leaflets</td>
<td>4</td>
<td>19</td>
</tr>
<tr>
<td>Other &quot;Talks to service clubs and PTA groups&quot;</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>&quot;Mothers' clubs&quot;</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>&quot;Participating in local PTA meetings&quot;</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td><strong>g. Encourage participation of all personnel in improvement of learning in each county school. By:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stimulating thought through supervisory newsletter</td>
<td>9</td>
<td>39</td>
</tr>
<tr>
<td>Cooperative revision of course of study or curriculum guide</td>
<td>18</td>
<td>73</td>
</tr>
<tr>
<td>Participation in community meetings on education</td>
<td>16</td>
<td>70</td>
</tr>
<tr>
<td>Having parent and teacher study committees for evaluating instructional material</td>
<td>2</td>
<td>9</td>
</tr>
</tbody>
</table>
all supervisors indicated that this procedure was used by them. Only
four per cent did not check this item.

Under "regular conference with local executive head" seventy-
four per cent of the supervisors indicated that this was used as a
method to accomplish supervisory aims. Twenty-six per cent did not
respond to this item.

In considering "conferences with individual teachers" twenty-
two supervisors (ninety-six per cent) indicated that this was a
procedure used by them. Only four per cent did not respond to this
item.

Only twenty-six per cent of the supervisors indicated that
"conferences with parents" was a procedure used by them to contin-
uously evaluate overall objectives. Seventy-four per cent of the
supervisors did not respond to this item.

"Use of evaluating forms" was listed by five supervisors
(twenty-two per cent) as a method used by them in continuously eval-
uating over-all objectives. Seventy-eight per cent of the super-
visors did not respond to this item.

"Grade level study groups" was another method checked by
fifty-six per cent of the supervisors as helpful in continuously evalue-
ting over-all objectives. Forty-six per cent of the super-
visors did not respond to this item.

Seventy-eight per cent of the supervisors checked "a testing
program" as a method used in continuous evaluation. Twenty-two
per cent of the supervisors did not check this item.
Under "other" one supervisor listed "evaluate with a steering committee" as a method used in continuously evaluating over-all objectives as a basis for further planning.

Under item b "encouraging growth in individuality, cooperation and democratic processes" was listed in the question as a supervisory objective. Twenty-two supervisors (ninety-six per cent) stated that one method used by them in accomplishing this objective was "encouraging teacher suggestions." Four per cent of the supervisors did not respond to this item.

"Encouraging the 'we' concept" was also listed by twenty-two supervisors (ninety-six per cent) as a method used in encouraging growth in individuality, cooperation, and democratic processes. Four per cent did not respond to this item.

Another suggested aim of supervision in item c was "utilizing to the fullest extent the human and material resources of this county."

Eleven supervisors (forty-nine per cent) checked "inviting parents as resource personnel" as one method of accomplishing this suggested aim. Fifty-one per cent did not respond.

Five supervisors (twenty-two per cent) checked "inviting parents in curriculum study" as a procedure to accomplish the aim of utilizing human and material resources. Seventy-eight per cent of all supervisors did not respond to this item.

Eighty-two per cent of all supervisors checked "encouraging visitation of personnel between schools" as a method used in
utilizing human and material resources. Eighteen per cent of the supervisors did not respond to this listed item.

Seventy per cent of the supervisors checked "encouraging local student study trips" as a method used by them to achieve the aim of utilizing human and material resources. Thirty per cent of the supervisors did not respond.

Fifty-one per cent of the supervisors checked "arranging school use of the local library" as a method used in accomplishing the aim of utilizing to the fullest extent the human and material resources of this county. Forty-nine per cent did not respond.

One supervisor also listed "working with public agencies" as a procedure used in accomplishing this objective. Another supervisory aim listed in item d was "encouraging closer cooperation between schools in the county."

Fifty-six per cent of the supervisors checked "county in-service study meetings" as a method of accomplishing this aim. Forty-six per cent of the supervisors did not respond.

Ninety-one per cent of the supervisors checked "county grade level meetings" as a procedure for accomplishing the aim of encouraging closer cooperation between schools in the county. Nine percent did not respond.

"Planning meetings with local executive heads" was checked by sixty-five per cent of the supervisors as a supervisory procedure used by them. Thirty-five of the supervisors did not respond.
Seventy-eight per cent of all supervisors checked "county-wide curriculum study" as a method used by them in accomplishing the aim of encouraging closer cooperation between schools. Twenty-two per cent of the supervisors did not respond in this case.

One supervisor listed "county elementary meetings" and another listed "newsletter" as procedures used by them in accomplishing the aim of encouraging closer cooperation between schools in the county.

Item e, "guiding pupils toward pre-determined goals and objectives," was listed as another objective or aim of supervision.

Fifty-six per cent of all supervisors checked "encouraging use of a course of study" as a method used by them in accomplishing this aim. Forty-six per cent of the supervisors did not check this item.

Seventy-four per cent of the supervisors checked "developing resource files" as a method of accomplishing the objective of guiding pupils toward pre-determined goals. Twenty-six per cent of the supervisors did not respond.

"Use of appropriate tests" was checked by sixteen supervisors (seventy per cent) as a method used in achieving the aim of guiding pupils toward predetermined goals and objectives. Thirty per cent did not respond.

Fifty-six per cent of the supervisors checked "using curriculum guide for direction" as a method of achieving the aim stated in previous paragraph. Forty-six per cent did not respond.

A suggested aim listed under item f was "to improve relations in county between lay people and school personnel."
"Providing educational articles for local papers" was checked by fourteen supervisors (sixty-one per cent) as a procedure they used in accomplishing the aim above. Thirty-nine per cent of supervisors did not respond.

Seventy-four per cent of the supervisors checked "encouraging parent visitation" as a procedure used by them to improve relations in the county. Twenty-six per cent did not respond.

Seventy per cent of the supervisors checked "encouraging home visits by teachers" as a procedure used by them in accomplishing the aim of improving home-school relations within the county. Thirty per cent of the supervisors did not respond.

"Improving the reporting system" was checked by seventy-four per cent of all supervisors as a method used by them to accomplish the aim of improving home-school relations. Twenty-six per cent did not respond.

"Encouraging teacher participation" in home-school relations was checked as a procedure used by fifty-six per cent of all supervisors. Forty-six per cent of the supervisors did not respond.

"Providing regular informative take-home leaflets" was checked by eighteen per cent of the supervisors as a procedure used to further home-school relations. Eighty-two per cent did not respond.

Three supervisors listed three more procedures used by them to accomplish the aim of improving relations in the county between lay people and school personnel. These three procedures were: talks
to service clubs and PTA groups, mothers clubs, and participating in local PTA meetings.

"Encouraging participation of all personnel in improvement of learning in each county school" was listed as another possible aim of supervision in item g.

Under this item "stimulating thought through supervisory newsletter" was checked by thirty-nine per cent of all supervisors as a procedure used in accomplishing the aim listed in the preceding paragraph. Sixty-one per cent of all supervisors did not respond.

Seventy-eight per cent of all supervisors checked "cooperative revision of course of study or curriculum guide" as a procedure used by them to encourage participation in improvement of learning in each county school. Five supervisors (twenty-two per cent) did not respond.

"Participation in community meetings on education" was checked by seventy per cent of all supervisors as a procedure used to encourage participation of all personnel in improvement of learning. Thirty per cent did not respond.

"Having parent and teacher study committees for evaluating instructional material" was checked by only two supervisors (nine per cent) as being used to promote participation in the improvement of learning. Ninety-one per cent did not check this item.

Question number eight of Part II in the supervisor's questionnaire was a request for any information or comments from supervisors concerning the whole program of supervision.
8. Add any information that would be of help in evaluating the whole program of supervision under the new foundation program.

Supervisors were apparently not verbose in responding to this question. A question similar to this was asked in this study of executive heads, county superintendents and teachers. All of these responded with more statements than did supervisors. Supervisors' statements and comments are given as follows:

"I believe that one of the important services I gave was that of aiding the beginning principal and teachers."

"Introducing a supervisory program for the first time in a county this size has limited us to the amount accomplished. We do feel that we have developed an excellent public relation between county and local administration and are building plans for the future. As things stand now I find it difficult to answer the questionnaire because many of these things are in the planning or beginning stage."

"Work with community groups in school affairs was done as follow-up of previous plans on local level. We hope now that the supervisory program has been introduced that the county office can really help in this field and with research material."

"I think this is the finest part of the new Foundation Program. If this new program is given a fair chance, it will prove to be worthwhile in improving the teaching-learning situation in the schools of Ohio."

"We should give the program time to develop before attempting evaluation. Take a long look at the potential."

Question number nine, the last question in the questionnaire to supervisors requested that supervisors send to the writer any supervisory bulletins or other supervisory materials.
9. In returning this questionnaire, please include any supervisory bulletins or other material that you think would help to give a better picture of the program in your county.

A number of reporting forms, newsletters, supervisory bulletins, and sample letters were returned. These are included in this manuscript as Appendix B, page 349.

II. SUMMARY OF THE CHAPTER

A total of twenty-three supervisors returned questionnaires from which responses were used in writing this chapter.

Approximately one-third of these supervisors were between forty-five and fifty years of age; ages of the other two-thirds were scattered between twenty-five and sixty with the greater proportion between thirty-five and fifty-five.

There were twice as many female county supervisors as male.

More than one-half (fifty-six and five-tenths per cent) were married.

Approximately four-fifths of the twenty-three supervisors were graduates of Ohio high schools.

Supervisors received their bachelor's degrees from many colleges and universities in Ohio and from a few institutions outside the state.

Four supervisors did not have a Master's degree. The rest received their graduate degrees from thirteen universities or colleges in Ohio and elsewhere. No supervisor had a Ph.D. degree.
Sixteen supervisors had taken their undergraduate work in the area of elementary school teaching. Five had majored in high school teaching. Fourteen supervisors received their Master's degrees in the field of supervision and three in other closely related fields.

County supervisors indicated a varied assortment of professional experiences previous to becoming supervisors. The larger proportion of supervisors had served as elementary teachers, secondary teachers, or elementary principals. Some supervisors had served in more than one capacity.

Supervisors salaries ranged from $5000 to $7500. One-third of the twenty-three supervisors were in the $6000 to $6500 bracket.

The twenty-three county supervisors responding in this study showed an excellent professional attitude by belonging to an average of four and one-half professional organizations. Most supervisors had joined these organizations: National Education Association, Ohio Education Association, County Education Association, and the Association for Supervision and Curriculum Development.

County elementary school systems involved in this study showed a wide range in enrollment. One county school system had only ten per cent as many elementary pupils as the largest county system. The same disparity of range was also evident in the number of elementary schools in different county systems. Eleven county systems had a common type of vertical organization for all elementary schools. Twelve counties had schools with two or more types of vertical organization.
The number of elementary teachers helped by supervisors each week and the number of teachers in each county showed a wide range from county to county. There was no apparent correlation between the number of teachers in a county system and the number of teachers contacted individually or in a group by any one supervisor.

Most counties had only one general elementary supervisor, although one county had one elementary supervisor, four art supervisors, and eleven music supervisors. The number of supervisors in most counties is entirely too few with relation to the number of teachers and the enrollment in each county.

Most supervisors had either full time or part time secretarial help available.

Most supervisors were reimbursed through special or annual allowances for expenses incurred in travel and attendance at professional meetings.

Supervisors believed that supervision had been effective in bringing about some improvement in both the quality of instruction and instructional material. Data indicated that supervisors believed that the quality of instructional material had improved less than the quality of instruction.

More supervisor time was spent by supervisors in classroom visitation than with any other type of supervisory service. Data indicated that forty-one hours per month were spent by the average supervisor in classroom visitation.
An average of eighteen hours was spent by supervisors in one month in conferences with teachers.

Supervisors assisted in preparation or revision of instructional material for an average of twenty-one hours within a month.

Data indicated that supervisors spent sixteen hours per month on an average in activities which promoted personal professional advancement.

Supervisors spent an average of ten hours within a month in planning and working with a testing program.

Supervisors contributed an average of seven hours each within a month in working with community groups.

Supervisors, on an average, gave six hours per month of their time in selection, appointment and transfer of teachers.

Supervisors indicated that they had spent an average of twelve hours per month in miscellaneous supervisory activities.

A number of other types of supervisory services were listed as taking some supervisory time, such as: organizing a PTA council, a spelling contest, organizing a class for retarded learners, and teacher career day.

More than ninety-five per cent of all county supervisors involved in this study selected a statement of supervisory procedure which indicated a democratic philosophy of supervision.

Supervisors considered a number of difficulties as problems for beginning supervisors. Those difficulties indicated most often were: finding sufficient resource material, learning policies and
regulations in the various schools, finding sufficient time for
duties, traditionalism in schools in the county, organizing teachers
into workshops or study groups, understanding how to help new teach-
ers, and unfavorable attitude of teachers. In solving these prob-
lems supervisors depended heavily upon the help of county
superintendents as well as upon executive heads, teachers, and other
supervisors. Many problems were solved by the individual supervisor.

Types of assistance to supervisors which they considered would
be of most help were: providing more consultant service in the
State Department Office, publishing a State Department newsletter
on supervision, organizing workshops planned for supervisors at the
State Department level, and preparation of a course of study for
the county.

A different pattern of pre-planning and initial organization
of the supervisory program was observed in responses from each of
the sixteen counties reporting. In democratic school administration
and supervision it is to be expected that such a diverse pattern of
organization would be apparent in adjusting the pattern, procedure,
and program of supervision to the local county situation.

A number of supervisory procedures and methods were checked by
supervisors as those used to accomplish aims in supervision. A
testing program, conferences with individual teachers, regular con-
ference with local executive head, and regular conference with
county superintendent were checked in each case by more than seventy
per cent of supervisors as being used in continuously evaluating
over-all objectives as a basis for further planning. Encouraging
teacher suggestion, encouraging the "we" concept, and developing
leadership wherever possible were listed by more than seventy per
cent of all supervisors as procedures used in encouraging growth in
individuality, cooperation, and democratic processes. Encouraging
visitation of personnel between schools and encouraging local
student study trips were checked by more than seventy per cent of
the supervisors as being used in utilizing to the fullest extent
the human and material resources of the county. County grade level
meetings and county-wide curriculum study were used as procedures by
more than seventy per cent of the supervisors in encouraging closer
cooperation between schools in the county. Developing resource files
and use of appropriate tests were methods used by more than seventy
per cent of supervisors in guiding pupils toward predetermined goals
and objectives.

Seventy per cent (or more) of all supervisors encouraged par-
rent visitation, encouraged home visits by teachers, and worked at
improving the reporting system in order to improve relations in
counties between lay people and school personnel.

Cooperative revision of the course of study or curriculum guide
and participation in community meetings on education were checked by
seventy (or more) per cent of the supervisors as having been used
in encouraging participation of all personnel in improvement of
learning in each county school.
Supervisors were encouraged to write any professional comments concerning the new supervisory program. Very little information of any significant value was received through this request.

III. COMPARISON OF TEACHER AND SUPERVISOR QUESTIONNAIRE DATA

In considering teacher-supervisor opinion of the effectiveness of supervision in increasing the quality of instruction in county schools, it was noted that views of teachers and supervisors corresponded to a great extent. All supervisors responding indicated that the quality of instruction had improved definitely or to some extent. In the case of recently established supervisory programs eighty per cent of the teachers believed that there had been definite or some improvement. In counties with older supervisory programs eighty-seven per cent of all teachers believed that there had been some or definite improvement in instruction. However, teachers were not as unanimous in their support of the program of supervision as were supervisors. In the counties with recent programs twenty per cent of the teachers and in counties with older programs thirteen per cent of the teachers believed that supervision had been of little or no effect.

Nevertheless it was quite evident from data available in both chapters that all supervisors and a larger proportion of all teachers were very favorable concerning the effectiveness of supervision on the improvement of instruction.

In the supervisor questionnaire, supervisors listed forty-one as the average number of hours spent per month in classroom
visitation. This agreed with results in the teacher questionnaire which showed that classroom visitation was used more as a supervisory procedure than any other activity of supervisors.

Data from the supervisor questionnaire presented on page 228 in this manuscript showed that supervisors on an average had engaged in evaluation of the instructional program for ten hours per month. In considering suggested types of supervisory help listed in the teacher questionnaire and summarized in this manuscript on page 142, teachers were highly favorable toward having supervisors help in establishing criteria for evaluating pupil progress. On page 170 of this manuscript results of the teacher questionnaire showed that sixty-four per cent of all teachers considered "completing a self-evaluation of my teaching" as a problem. This information indicated that it was worthwhile that supervisors spent ten hours per month in different types of evaluation.

An average of ten hours was given in the seventh chapter of this manuscript on page 228 as the number of hours in which supervisors worked each month in planning a testing program. In the sixth chapter relating to the teacher questionnaire, Table IX, item 21 shows that sixty-three per cent of all teachers listed "the supervisor works to discover weakness in the curriculum through a testing program" as a procedure of some value or of great value. This would indicate that the assistance given by supervisors in planning and
organization of a testing program should be quite helpful to teachers who indicate that this would be a procedure of value.

Both teachers and supervisors have difficulty in understanding local policies and philosophy. In Table XXVIII on page 241, nineteen of twenty-three supervisors listed "learning policies and regulations in the various schools" as a problem or difficulty. In Table XII, item seventeen, one-fourth of all teachers considered "understanding local policies and philosophy" as a problem of some difficulty. It seems evident from these two instances that local executive heads and county superintendents need to concentrate on orienting teachers and supervisors to local policy and philosophy. One excellent method to give a quick overview would be a local handbook stating policies, schedules, philosophy, and other information.

Supervisors and teachers both stated that finding sufficient instructional material was a problem. In Table XXVIII supervisors stated that "finding sufficient resource material" was a problem. In Table XII teachers stated in item twenty that "obtaining enough books and supplies" was a problem. This was apparently a serious problem that came from a lack of local finances.

In Table XXVIII more than half of the supervisors (thirteen of twenty-three) indicated that "traditionalism of schools in the county" was a problem. Likewise in Table XII forty per cent of all teachers had indicated that "traditionalism of some older teachers" constituted a problem of some difficulty or of serious difficulty.
This problem of satisfaction with the status quo and resistance to change is a problem that cannot be changed quickly. Time, patience, consistent in-service education, and dedication of administrators and supervisors to development of a modern school program should help eventually to solve this problem.

An interesting point in comparison of chapters six and seven developed with relation to "organizing teachers into workshops or study groups." Supervisors stated, as indicated in Table XXVIII, that this was a problem for beginning supervisors. However, teachers in item twenty-seven, Table X, stated that they favored having the supervisor "arrange with the teachers an in-service study program that comes from the interests of the group." Actually seventy-one per cent of all teachers considered this a supervisory activity of excellent value. There was no conflict between supervisor and teacher here but there was evidence of a problem for the supervisor in organizing a supervisory activity that teachers considered of much value.

Supervisors also stated that "understanding how to help new teachers" was a problem while teachers (as indicated in Table X) were highly favorable toward having the "supervisor give more help to beginning teachers during the first two months of the school year."

One-third of all teachers (Table XII) indicated that "making out reports" was a problem to them. Likewise one-fifth of all supervisors (Table XXVIII) indicated that "preparation of reports"
was a problem. Administrative personnel (executive head and county superintendent) could alleviate this problem through explanation of reports and giving assistance in their completion.

Fifty-two per cent of all teachers and thirteen per cent of the supervisors stated that "finding time for personal recreation" was a problem. Good mental health is one possible criterion for judging an educational program. Lack of time for recreation among so many teachers and supervisors would result in tension and a poorer quality of instruction or supervision.

One-third of the teachers (Table XII) list "securing a course of study" as a problem or difficulty. In Table XXIX more than half of the supervisors checked "preparation of a course of study for the county" as a type of assistance most likely to improve supervision in county systems. Apparently consideration should be given to the development of a course of study, "agreements" chart, teachers' guide, or resource file. Teachers saw the need for this sort of instructional plan, and supervisors agreed that it would be helpful. Thirteen supervisors indicated that preparation of a course of study in their counties had already begun.

Information from the supervisor questionnaire, as well as data from questionnaires of other school personnel, reflects many positive qualities of the county supervisory programs in the state of Ohio. However, no program can be properly appraised through mere presentation of data. In the next chapter an appraisal of supervisory programs is made with relation to pertinent criteria.
CHAPTER VIII

AN APPRAISAL OF SUPERVISORY PROGRAMS

An appraisal of supervision in this chapter concerns itself with determining the effectiveness of supervisory activities and of supervisory programs at the elementary level in county school systems of Ohio. Criteria developed in Chapter III of this manuscript were used as a standard of value to appraise the quality of supervisory organization and the spirit which animated the supervisory effort in Ohio counties during the first year of state supported supervision under the new Foundation Program. Data gathered through questionnaire and interview were used in appraising county supervisory programs using the criteria as a basis for judgment.

For the easier reference of the reader each criteria is given here again with pertinent facts, data, and general information concerning county supervisory programs presented immediately after.

Criterion 1. The program of supervision shall have as its purpose, based on common aims which parallel the goals and objectives of elementary education, the improvement of the teaching learning process.

Eighty-two per cent of all county superintendents and seventy-three per cent of all executive heads involved in this study checked their idea of the purpose of supervision to be either: (1) giving
direction to and providing critical evaluation of the instructional process, or (2) helping school personnel define what they are going to do, thinking with them about ways of doing it, assisting them in executing the plans, and evaluating the results with them. This indicated that the majority of county superintendents and executive heads considered the purpose of supervision to be the improvement of the instructional process and purposeful planning to improve the educational program.

In Table XXVII, Chapter seven, supervisors also indicated their philosophy of supervision. Ninety-five and six-tenths percent of all supervisors who responded in this study checked the same two purposes of supervision as those listed by county superintendents and executive heads in the preceding paragraph. Supervisors without a doubt had as their main purpose the improvement of the instructional program and the teaching-learning process. This unanimity of purpose of county superintendents, executive heads, and supervisors indicated common aims for improving the teaching-learning process.

Many statements given to the writer during the interview and by questionnaire response from school personnel in county school systems inferred that the chief purpose of supervision was the improvement of the teaching-learning process. Some of these were:

It is very profitable to have a council on instruction representative of various grade levels.
If supervisors are dynamic and have freedom to operate their program, they can provide excellent leadership for improving instruction in the schools.

I think that supervision was a great step forward in improving our instructional program.

Supervision can give direction and unity and assure a high quality of instruction.

If this new program is given a fair chance, it will prove to be worthwhile in improving the teaching-learning situation in the schools of Ohio.

The very nature of the types of supervisory activity in which supervisors were involved during the past year showed a primary concern for improvement of the teaching-learning process. Some of these (Table XXVI, page 228) were: classroom visitation - forty-one hours per month, conferences with teachers - eighteen hours per month, evaluation of the instructional program - ten hours per month, and preparation or revision of instructional material - twenty-one hours per month.

Teachers checked certain helpful supervisory practices (Table X, page 142), which indicated the purpose of the county supervisory programs to be the improvement of the educational or instructional program. Some of these supervisory practices that were listed by teachers as being particularly helpful were: discovering weaknesses in the curriculum through a testing program, making instructional materials and resources available when they are needed, helping beginning teachers during the first two months of the school year, and arranging for curriculum study through a county-wide grade level inservice meeting.
Evidence indicated that the first criterion listed in this study was being met and that the common aims of personnel engaged in the program of supervision were pointed constructively toward the improvement of the teaching-learning process.

**Criterion 2. The program of supervision will be planned flexibly and in cognizance of the peculiar characteristics of the county.**

There were numerous comments of school personnel and considerable data which showed that county elementary supervisory programs were planned flexibly and in cognizance of the peculiar characteristics of the county.

Some counties had a central library; other counties were planning a curriculum aids center and library because of an apparent need and lack of such facilities.

In some counties superintendents and supervisors pointed to the traditional attitudes of many teachers. "In general in this backward county we have made a slow start. Our biggest problem has been the traditional teacher." In contrast in another county another remark was, "Great progress has been made within the past year and the supervisory program is now on solid ground." The supervisory program had been adjusted in different counties to the professional "maturity" and attitude of teachers.
Some counties had a scheduled plan of visits to local schools by supervisors; other county supervisors in adjusting to the philosophy at the local and county level visited teachers according to apparent need rather than by schedule.

A few counties had hired most or all of the supervisors to which they were entitled under the Foundation Program. Other counties in order to consolidate their new programs before adding more, had only one supervisor, even though they were entitled to more.

Certain supervisory practices such as demonstration teaching, attending local faculty meetings, arranging book exhibits, preschool conferences were common to some counties and rare or absent in others depending upon county policy, distances between schools, and values attached to certain supervisory practices by supervisors.

Some counties because they surrounded large metropolitan areas paid higher salaries to supervisors in order to compete with city salary schedules. Rural counties were not as competitive and as a result had lower schedules.

Some counties had an enrollment of 20,000 children; others had as few as 2,000. Adjustments necessarily were made by supervisors in planning and organization in counties with larger or smaller enrollments.

Some supervisors and supervisory programs in certain counties were adjusted to a vertical organization in the elementary school
of kindergarten through sixth grade. Other county supervisors and programs were adjusted to as many as three different types of vertical organization in the same county.

In the organization of various county programs different patterns of pre-planning and initial organization were followed depending upon the ideas of the county-superintendent and the demands of the county board of education.

All of this evidence indicated that county supervisory programs in Ohio were planned flexibly and in cognizance of the peculiar characteristics of the county.

Criterion 3. The program of supervision will encourage continuous curriculum changes and teacher adjustment to a changing curriculum.

A number of supervisory practices related to this criterion were listed by many teachers as of some value or of excellent value to them. Some of these were: discussing individual problems in group meetings, studying together the existing needs of the school in curriculum development, studying philosophy and objectives, discovering weaknesses in the curriculum through a testing program, using school time for an in-service study program, curriculum study through county-wide grade-level in-service meetings, and county-wide workshop for studying a curriculum problem. All of these methods of studying the curriculum checked by the teachers as assistance that would be of much value indicated that county teachers in general
were willing to adjust to most in-service supervisory efforts to change the curriculum.

County teachers as professional people also recognized the need for supervisory assistance in areas that would lead to curriculum change. Teachers indicated that supervisory help was needed in the following areas: analyzing the difficulties of a particular pupil, evaluating pupil progress, working for control or discipline, understanding unit type teaching, and developing a unit of teaching.

A strong indication that supervisors were striving to encourage curriculum change came from the supervisor questionnaire. In Table XXVI (Chapter seven) data showed that supervisors as an average each month were spending forty-one hours in classroom visitation, eighteen hours in conferences with teachers, twelve hours in planning and organizing, ten hours in evaluation of the instructional program, twenty-one hours in preparation or revision of instructional material, and ten hours in planning a testing program.

Numerous statements by teachers in this study (page 192) indicated that teachers are adjusting to curriculum change that has been encouraged by supervision: "I feel that the supervisory program will grow and be of service to all teachers," "I am anxious for help in reading and in unit teaching," and "Our supervisor is well-trained and each teacher feels free to call upon him."

All of this evidence pointed to agreement with Criterion 3 that county programs of supervision did encourage continuous curriculum changes and adjustment of most teachers to a changing curriculum.
In only one area of study was it apparent that a few teachers were not adjusting to a changing curriculum - especially to changes inspired by the supervisory program. This area was that of teacher response to interview and questionnaire. Such written statements as, "I don't think a lot of supervision in this county; it didn't help me this past year," "In the eyes of older teachers the supervisor was 'suspect' from the beginning," and "The supervisor's personality is her biggest problem" showed a resentment, fear, and lack of adjustment to changes encouraged by the supervisor and the supervisory program.

**Criterion 4. The program of supervision respects the individuality of teachers, principals, and all personnel concerned with the school program.**

Data presented here indicated that criterion four was respected in theory and somewhat in practice but that apparently there were instances in which respect of the individuality of the teacher was lacking.

Table XXXI, page 253, gave a summary of supervisory procedures used in accomplishing certain aims. One of the aims listed was "Encourage growth in individuality, cooperation and democratic processes." Ninety-six per cent of all supervisors indicated that they attempted to accomplish this by "encouraging the 'we' concept." Sixty-five per cent of all supervisors stated that this was done by "inviting teacher and administrator planning." Seventy-eight
per cent checked "developing leadership wherever possible." All of these statements by supervisors indicated that the program of county supervision does respect the individuality of teachers, administrators and others.

Table XXX, page 250, showed that the program of supervision was concerned with various school personnel. Most patterns of pre-planning showed approval by the board of education, pre-planning conferences between county superintendent, and supervisor, contacting local executive heads, and group conferences with all teachers. This indicated that the supervisory program respected the individuality of all personnel concerned with the school program.

Table XXVII, page 238, indicated two further areas which lent support to Criterion 4 in the county school systems of Ohio. Supervisors responding in this study indicated that "learning policies and regulations in the various schools" and "learning to know teachers, executive heads, and other personnel" were both problems or difficulties of beginning supervisors. The fact that supervisors were concerned with local policies and that learning to know local school personnel was important indicated that supervisors and the supervisory program respected the individuality of all concerned with the school program.

The only adverse reports on Criterion 4 were written statements from teachers who felt that some supervisors had not respected their individuality.
"I feel teachers get vague answers from supervisors who are usually in a big hurry anyway."

"Once or twice our supervisor has abruptly burst into my room walking like a man, dressed in a masculine manner, and smelling strongly of cigarette smoke."

"Our supervisor means well but is too abrupt in her suggestions and criticisms."

Apparently greater conscious effort on the part of every supervisor aimed toward better teacher-supervisor relations would adjust the relationship of teachers and supervisors so that Criterion 4 would be fully applicable to the supervisory program in county elementary schools of Ohio.

**Criterion 5.** The program of supervision shall be developed as a cooperative undertaking with teachers, supervisors, and administrators participating.

The strongest evidence that the responsibility of developing supervisory programs was a shared responsibility was found in the supervisor questionnaire study. Supervisors stated, page 253, that they continuously evaluated with county superintendents, executive heads, teachers, and (in some cases) parents as a basis for over-all planning. One supervisor also added that she "evaluated with a steering committee." Most supervisors also checked on the same page that they encouraged cooperation through requesting teacher suggestions, promoting the "we" concept, inviting teacher and administrator
planning, and developing leadership wherever possible.

Supervisors also, as indicated in Table XXXI (Chapter seven), stated that they encouraged close cooperation in developing the supervisory program not only among individuals but also between schools in the county. This was being accomplished through county grade-level meetings, planning meetings with local executive heads, news-letters, county-wide curriculum study, county in-service study meetings, and visitation of personnel between schools.

In Table XXIX, page 246, under item c, supervisors indicated that cooperation through regularly scheduled monthly meetings of supervisor, executive heads, and county superintendents was of great value in improving the supervisory program. Sixteen of a total of twenty-three supervisors responding indicated that regular meetings were scheduled in their counties.

Procedures used in organizing the supervisory programs (indicated in Table XXX) showed that boards of education, county superintendents, supervisors, local executive heads, teachers, and the State Department of Education were all involved in cooperative pre-planning and initial organization of the supervisory programs.

Such meetings and other practices indicated cooperation, good working relationships, and communication between school personnel in county school systems in developing the supervisory program.
Criterion 6. Accomplishments and outcomes of the program of supervision shall be appraised with reference to pre-determined goals and objectives.

In Table XXVI, page 228, supervisors indicated that they spent an average of ten hours per month in evaluation of the instructional program. This type of evaluation consisted of appraisal of the program with local administrators, evaluation with the county superintendent, and evaluation of classroom problems with teachers.

In Table XXXI, page 253, item "a" indicated that supervisors do continuously evaluate overall objectives as a basis for further planning. The majority of supervisors stated that they accomplished this through conferences with the county superintendent and executive heads. Others also used conferences with individual teachers and with parents. In addition steering committee evaluation, use of evaluating forms, grade level study groups, and a testing program were checked as those supervisory procedures used in evaluating overall objectives as a basis for further planning.

On the same page under item "e" supervisors stated that they guided pupils toward pre-determined goals and objectives in several ways. Some of these were: encouraging teachers to use the course of study, developing resource files for teachers, helping teachers use appropriate tests, and encouraging use of the curriculum guide for direction.

In Table IV, page 111, forty-six per cent of all county superintendents indicated that "evaluation of the instructional program"
was a problem that needed consideration; seven per cent of the county superintendents listed this as a serious problem. In the same table fifty-eight per cent of all county superintendents indicated that "evaluation of the supervisor" was a problem that needed serious study.

In Table VIII, page 126, under item "e", local executive heads stated that it was the supervisor's duty also to work with teachers in interpreting test results.

In Table X, page 142, teachers indicated two supervisory practices related to Criterion 6 which they considered of excellent value. Sixty-three per cent of all teachers believed that "having the supervisor work to discover weaknesses in the curriculum through a testing program" would be a supervisory service of value to teachers. Seventy-four per cent considered "having supervisors help teachers establish criteria for evaluating pupil progress" as a service of much value. In both cases teachers indicated that in a number of counties such supervisory service was already being given.

It was evident from studying the data available pertaining to criterion six that supervisory programs in county schools of Ohio were directed toward appraising accomplishments and outcomes with reference to pre-determined goals and objectives. However, the program of supervision should be re-appraised in all county school systems to better evaluate objectives as a basis for further planning — even though such appraisal was apparent in county programs.
Criterion 7. The program of supervision improves the quality and use of instructional materials and aids to learning.

In Table VIII, page 126, executive heads stated that part of the role of the supervisor should be: (1) assisting teachers in finding resource material, and (2) previewing and evaluating instructional material for possible purchase.

In Table X, page 142, teachers had indicated several supervisory activities pertinent to Criterion seven which they considered of excellent help. These were: (1) making instructional materials and resources available when they are needed, (2) developing a local or county library of professional books and magazines, (3) preparing a monthly supervisory bulletin which tells of new instructional aids, lists new professional books, and explains new teaching ideas, (4) arranging meetings for teachers to make instructional materials, and (5) arranging for an exhibit of books or other instructional materials.

In Table XII, page 170, teachers indicated certain difficulties as problems with which they received supervisory help during the past year. These were: (1) obtaining sufficient supplementary or instructional resource material, (2) obtaining enough books and supplies, (3) securing a course of study, and (4) obtaining audio or visual teaching aids.

In Table XXVI, page 228, supervisors indicated that on an average they spent twenty-one hours per month in "preparation or revision of instructional material."
In Table XXX, page 250, supervisors indicated that patterns of pre-planning and initial organization of supervisory programs included "locating instructional aids and other resources."

In Table XXV, page 225, supervisors were asked for their opinion concerning the effectiveness of supervision upon improvement of instructional materials in county elementary schools. Sixty-one per cent of the supervisors indicated that there had been definite improvement in instructional materials and thirty-five per cent stated that there had been some improvement.

Statements given to the writer during interview and by questionnaire support the evidence given above. One finds such statements as: (1) "we plan to work more with educational aids such as films, bulletins, etc., on a county basis," (2) "a central library and a curriculum aids center are being planned," and (3) "within the last year the supervisor has helped by arranging audio-visual conferences and supplying lists of films and by arranging a functional display of school materials."

However, in Table XXVIII, page 241, "finding sufficient resource material" was listed by sixteen of twenty-three supervisors as a problem or difficulty.

All of the data given above showed that the program of supervision improved the quality and use of instructional materials and aids to learning in county elementary school systems during the
past year. More needed to be done in providing more materials but a strong beginning had been made.

**Criterion 8.** The program of supervision promotes better human and public relations in the school, the community, and the entire county.

In Table XXVI, page 228, data showed that supervisors worked with community groups on an average of seven hours per month with such activities as, (1) organizing a PTA council, (2) acting as a consultant to civic or social groups, (3) attending meetings at which school affairs were discussed and (4) addressing community groups on supervision or other phases of education.

In the same table the work of the supervisor in promoting understanding, good relations, and a professional spirit among school personnel in various parts of the county was shown by such practices as: (1) planning in-service professional meetings, (2) organizing grade-level study meetings, (3) arranging workshops, and (4) serving as a speaker, resource leader, or consultant in county or local meetings. Supervisors spent an average of thirteen hours per month in planning and organizing such meetings.

Supervisors also spent an average of eleven hours per month in conferences with county superintendents, meetings with local executive heads, in conferences with principals and teachers, and in sessions with boards of education coordinating the various school
programs and educating school personnel concerning the supervisory effort.

In Table XXXI, page 253, supervisors indicated that they had utilized to the fullest extent the human and material resources of the county by: (1) inviting parents as resource personnel, (2) inviting parents in curriculum study, (3) encouraging visitation of personnel between schools, (4) encouraging local student study trips, (5) arranging school use of the local library, and (6) working with public agencies.

In the same table data indicated that supervisors encouraged closer cooperation between schools in the county by: (1) county in-service study meetings, (2) county grade-level meetings, (3) planning meetings with local executive heads, (4) county-wide curriculum study, (5) county elementary meetings, and (6) newsletters.

Data in the same table also showed that supervisors worked for improvement of relations in the county between lay people and school personnel by: (1) providing educational articles for local papers, (2) encouraging parent visitation, (3) encouraging home visits by teachers, (4) improving the reporting system, and (5) providing informative take-home leaflets.

These facts showing the effort expended by supervisors in promoting better human and public relations in the school, the community, and the entire county were supported by many positive statements of various school personnel in interview and through the questionnaire.
In general our new program of supervision is well accepted in this county.

The success of our program is due to the fine ability of our supervisors.

The program is good. More supervisors would help.

I feel that the county supervisory program is making great progress.

Supervisors are now giving in-service training for teachers in our school and they have participated in the testing program with gratifying results.

Our supervisor has done an excellent job.

Each year there is a gradual gain and I feel in time with the development of our county-wide curriculum guide that more teachers will welcome assistance and guidance.

The supervisor has helped me most by providing in-service meetings. Demonstrations of teaching have been very valuable to me.

The quality of supervisory effort and achievement with respect to Criterion eight was excellent in county supervisory programs of Ohio. The program of supervision unquestionably promoted better human and public relations in the school, the community, and the county.

Criterion 9. The program of supervision recognizes the fundamental concept of democracy in education so that the highest creative potentialities of each person will be promoted.

In Table II, page 106, Table VI, page 122, and Table XXVII, page 238, most county superintendents, executive heads and supervisors indicated that they had followed a philosophy in education of: (1) giving direction to and providing critical evaluation of the
instructional process, or (2) helping school personnel define what they are going to do, thinking with them about doing it, assisting them in executing the plans, and evaluating the results with them. Both of these philosophies had a democratic connotation of group participation, initiative, and the common study of group problems. In such a democratic atmosphere of administrative and supervisory direction individual growth through responsibility and creativity had been encouraged.

In Table XXXI, page 253, supervisors stated that they had encouraged democratic participation of all personnel in improvement of learning in each county school by: (1) stimulating thought through supervisory news letter, (2) cooperative revision of the course of study or curriculum guide, and (3) participation in community meetings on education. In addition in the same table supervisors also indicated the promotion of better understanding between school personnel and lay people through parent visitation and home visits by teachers, the encouragement of community group participation through inviting parents as resource people and as participants in curriculum study, and the improved cooperation of schools and individuals in the county through curriculum study, in-service meetings, and the development of leadership whenever possible. The information stated above indicated that in county school systems of Ohio there was a recognition of the worth of the individual, a respect for the contributions of each individual, and an
encouragement of group participation in creative solution of group responsibilities.

In Table X, page 142, teachers listed numerous practices of supervisors which had helped them within the past year. These activities were all of a democratic nature; they encouraged leadership and responsibility through group participation and cooperation. They were: (1) discussing teacher problems in group meetings, (2) studying together the existing needs of the school in curriculum development, (3) studying philosophy and objectives in the curriculum, (4) promoting an in-service study program, (5) organizing county-wide grade-level meetings, and (6) preparing a teachers' guide for the county.

It was evident that the program of supervision in county elementary schools of Ohio recognized the fundamental concept of democracy through group cooperation and promoted the creative potentialities of each individual as stated in Criterion nine.

Criterion 10. The program of supervision accepts the responsibility of decreasing emotional tension and promoting the mental health of teachers.

When using Criterion ten as a standard of value to appraise supervisory programs in county elementary schools of Ohio, the writer found little positive evidence to indicate that there had been an actual reduction of tension and an active promotion of mental health among teachers.
In Table XII, page 170, teachers checked some of their own problems and difficulties. One-fourth of all teachers were bothered by the supervisor's visit to the classroom. One-fourth of all teachers were bothered by a parent visit to the classroom. One-fifth of all teachers had difficulty in maintaining their own physical health.

In Table X, page 142, one-half of all teachers indicated their disapproval of an unexpected visit of the supervisor to the classroom. At the same time almost one-half of all teachers had received an unexpected visit from the supervisor during the year.

In Table XXVII, page 238, supervisors themselves had listed problems or difficulties of supervisors. Two of these were "finding sufficient time for my duties" and "finding time for personal recreation."

The most noteworthy evidence of tension was found through interview and through "additional comments" in questionnaires.

Comments that related to this point given to the writer were:

Many older teachers who have taught for years without anyone around feel nervous with a supervisor present.

The supervisor should find more things to praise and be positive about before giving unfavorable criticism. I believe strongly in supervision but the supervisor has three of my teachers scared to death.

Too many workshops are very wearing considering that we have classes of forty, are going to college in the evening, and in addition are trying to hold a family together.
The supervisor should consider teacher health and morale in scheduling so many meetings.

The supervisor lacks tact; she appears to teachers as someone who knows it all.

Our major problem here is the fear and resentment of older teachers.

Even though there were positive statements about the total supervisory effort in the area of mental health and teacher tension, the supervisory program in county school systems of Ohio appeared to have been inadequate.

After having presented the negative evidence relating to Criterion ten, the writer felt obligated to present probable reasons for a lack of positive evidence relating to teacher mental health and emotional tension.

There was no evidence to prove that teacher mental health had been worse or better in the previous year. Therefore, even though supervision had evidently caused some emotional tension through unexpected supervisor visits to the classroom, possibly too many county-wide meetings, and in some cases a lack of understanding and tact on the part of new supervisors, the real cause of the problem might be traced to the educational program rather than the supervisory program.

Some weaknesses in the county educational programs which would promote teacher tension and poor mental health in spite of a good supervisory program were: (1) a lack of sufficient general supervisors in the county programs to adequately improve the
program. (This was the major weakness.) (2) the inexperience of new supervisors who were eager to achieve, (3) the necessity for hiring teachers who lacked training and recent experience and who because of a feeling of inadequacy resented supervision, (4) overcrowded elementary classrooms, and (5) a lack of sufficient instructional material.

If more general supervisors were hired within the terms of the Foundation Program, at least in larger counties, the supervisor would feel less pressured and be able to give a higher quality of service to teachers with problems because she herself would have better mental health.

**Criterion II. The program of supervision reflects the trend toward appointment of general supervisors rather than special-subject supervisors.**

Data in this study definitely indicated that the trend in employment of supervisors in county school programs of Ohio was toward the general supervisor rather than the single-subject specialist.

Table XXII, page 219, showed that in twenty-three counties from which supervisor questionnaires were received there was a total of forty-seven supervisors. Fifty-five per cent of these (twenty-six in number) were general supervisors, six (or thirteen per cent) were art supervisors, thirteen in number (or twenty-eight per cent) were music supervisors, and two per cent worked with child guidance. There were no physical education supervisors.
(Actually one county alone had eleven of the thirteen elementary music supervisors, four art supervisors, and one general supervisor. It was assumed by the writer that art and music teachers were mistakenly called supervisors in this case.) This meant that twenty-two counties had a total of twenty-five general elementary supervisors, two art supervisors, two music supervisors, and two experts on child guidance.

In 1953-54 twenty counties of the eighty-eight (as indicated on page four of this manuscript) had elementary supervisors.

In the September, 1956, Educational Directory of the State of Ohio Department of Education, eighty general supervisors were listed for the elementary schools. Three art supervisors, and eighteen supervisors working with guidance and testing were listed as single area specialists.

In a survey made in the office of the State of Ohio Department of Education, Division of Elementary and Secondary Education on October 27, 1957, the writer found that since the time that the Educational Directory of the State of Ohio, Department of Education, was published in September, 1956 (as mentioned in the previous paragraph), fourteen general elementary supervisors, two music supervisors, one art supervisor, three speech supervisors, and seven supervisors of guidance and testing were appointed.

This data indicates rather definitely that the program of supervision in the county schools of Ohio reflects the trend toward
appointment of general supervisors rather than special subject specialists.

An appraisal of county programs of supervision presented in this chapter leads naturally and directly to a summary and to conclusions and recommendations in the final chapter.
CHAPTER IX

A SUMMARY OF THE STUDY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

This study was concerned with an analysis, appraisal, and a report of supervisory practices at the elementary level in county school systems of Ohio. This inquiry came about as a result of the new program of supervision at the county level during the 1956-57 school year. It was hoped that such a study would show the place (or role) of the supervisor in the educational program, would help in pointing out problems in the program of county elementary supervision, and would help in making recommendations for developing new programs of supervision under the revised school Foundation Program.

Two hypotheses were proposed as bases for the study. One hypothesis advanced the idea that supervisory practices could be studied and that results could provide the background for critical appraisal to give direction to future development of supervisory programs. It was proposed in the second hypothesis that criteria which indicate professionally sound supervisory practices could be established and that present supervisory practices could be appraised in the light of them.

Criteria were developed through study and interpretation of current professional literature. Formulation of criteria preceded
the development of four questionnaires which were sent to the county superintendent, two executive heads, four teachers, and the supervisor of twenty-five county school systems of Ohio. In order to get first hand reactions concerning programs of supervision the same school personnel in five additional counties were interviewed by the writer.

Data from questionnaire and interview returns were summarized and interpreted with relation to the criteria presented earlier. Appraisal and interpretation of results became the conclusions for this study.

II. CONCLUSIONS

Study of data from questionnaire returns and personal contact with county school personnel resulted in a number of over-all conclusions.

1. A strong professional attitude and a spirit of cooperative endeavor were exhibited by county school personnel in an effort to improve the instructional program.
   a. In most cases supervisors exhibited the highest professional qualities of courage, devotion to duty, initiative, patience, and diplomacy.
   b. A majority of teachers stated that supervision produced definite improvement in the instructional program during its first year.
2. At times there appeared to be a more or less trial and error effort, a groping for practices, programs, and procedure that would be successful.

   a. County superintendents and executive heads were in most cases inexperienced in dealing with a new supervisory program.

   b. Some supervisors who came directly from a teaching position were handicapped by inexperience and the need to adjust to a status position.

   c. Administrative and supervisory personnel had some difficulty in working with a few teachers who reacted negatively to an unfamiliar program.

   d. Some "sniping" at the new program by members of the State Legislature resulted from their concern that state funds for the program were being properly spent.

3. A need for more assistance with the new program from the State Department of Education was indicated especially by administrators in counties with new supervisory programs.

   a. County superintendents, executive heads, and board of education members needed more guidance in planning, organizing, and administering the program.
b. Guidance was needed in deciding whether counties were ready to add more general supervisors within the limits of the quota set up by the Foundation program.

4. Certain practices or activities carried on by the supervisor in the classroom were tolerated and appreciated by teachers more than were other practices.
   a. Teachers liked the plan of scheduled supervisory visits to the classroom or visits arranged at the invitation of the teacher or executive head.
   b. Teachers favored the practice of supervisors planning with the teacher before the classroom visit.
   c. Teachers appreciated an after-visit conference.
   d. Teachers were very appreciative of supervisors who made an effort to supply resource or other instructional material.
   e. Teachers appreciated consideration of the supervisors as to frequency and location in planning county-wide or area meetings.

5. Improvement of the instructional process served as the real objective of county supervisory programs.
   a. Administrators and supervisors exhibited in questionnaire and through personal contact a common aim of improving the teacher-learning process.
b. The nature of the types of supervisory activity
in which supervisors were involved showed a primary
concern for the improvement of the instructional
program.

6. Continuous curriculum change was encouraged by the plans,
methods, and procedures of supervisors and supervisory
programs.

   a. Teachers indicated that in-service meetings and
      county-wide work-shops helped with the improvement
      of the curriculum.

   b. Supervisors were spending many hours each month in
      classroom visitation, planning, organization, and
      other supervisory activities which encouraged
      curriculum change.

7. Instructional materials and aids to learning were improved
through supervisory programs.

   a. Supervisors spent considerable time each month in
      preparation or revision of instructional materials.

   b. Plans were being developed in various counties for
      expansion of curriculum aids centers and central
      county libraries.

   c. A majority of supervisors indicated that there had
      been improvement of instructional materials.
8. Selection of leadership for supervisory programs followed the trend toward employment of general rather than special supervisors.
   a. Fourteen additional general elementary supervisors and three special supervisors were employed between September, 1957 and October, 1957.

9. Better human and public relations in county school systems were promoted through the supervisory program.
   a. Supervisors actively worked with PTA groups, civic groups, mothers' clubs, et cetera.
   b. County-wide grade level study meetings, work-shops, and in-service meetings helped to promote better understanding and cooperation between personnel in various county schools.
   c. Parent visitation in local schools and home visits by teachers encouraged improved parent-teacher relations.

10. Constant evaluation of accomplishments and outcomes served to guide supervision during its first year as a state supported program.
    a. Teachers were assisted in evaluation through a testing program and through establishing criteria for evaluating pupil progress.
b. Over-all objectives were evaluated through conferences, steering committees, evaluating forms, study groups, and work-shops.

11. Cooperation and democratic planning in the supervisory program encouraged respect for and originality of individuals, local schools, and local county systems.

a. Supervisors promoted the development of leadership whenever possible.

b. Pre-planning and later organization of the supervisory programs showed a concerted effort by all school personnel to achieve understanding of the program and consideration of local ideas.

c. Adjustment of the supervisory program to peculiar characteristics of various counties was evident.

Conclusions presented in this study pointed to county supervisory programs as having in general a high standard of quality, which reflected credit upon the legislators, legislative committees, State Department personnel, county superintendents, executive heads, principals, supervisors, and teachers who planned this program and participated in its first year of organization.

III. RECOMMENDATIONS

1. The State Department of Education needs to continue responsibility for over-all coordination of the supervisory program
throughout the state. General recommendations are given to personnel of this department.

1. The Department should consider the publication of a monthly news letter, on a trial basis, to see how successful it would be in helping supervisors do a better job of supervision. Such a news letter might contain announcements of workshops, summaries of talks on supervision, lists of new supervisory books or magazine material, and outstanding work done by a supervisor in a certain county.

2. It seems imperative that each county's quota of supervisors should be added as soon as the county board, and the State Department of Education believe that such a step would be practical. The State Department of Education should give special consideration to this problem to avoid depriving teachers and children of a service that is already allocated by the state legislature.

3. It is recommended that higher salaries be paid in order to draw the best type of personnel into the field of supervision. Already some counties find it necessary to pay more than the maximum amount paid by the state. It is recommended that the state's maximum payment for supervisors should be increased by the State Legislature - in spite of the difficulties that such a suggestion may create.

4. The State Department of Education should consider possible procedures for assisting county superintendents with the problem of "evaluating the instructional program." This could involve
developing sample county forms and procedures for the evaluation of instruction such as are used in our larger Ohio cities. These at least would provide something objective and material as a basis for the evaluation of instruction. Certainly this is a vital area for improvement since a lack of knowledge, ability, or time to evaluate indicates a haphazard way of dealing with objectives of education in the county. (It is recognized by the writer that personnel and funds of the State Department of Education are limited and that these limitations necessitate the allocation of personnel and funds where they are apparently most needed.)

5. It is recommended that the State Department of Education assist county superintendents in evaluation of the work of the supervisor. The State Department has developed some materials which give assistance here. These forms and materials, however, should definitely be made available to county superintendents who may not be aware of their availability. Such forms of evaluation should be continuously revised in the light of new ideas and changes in the curriculum or changes in the supervisory program.

6. Yearly workshops for county superintendents and executive heads similar to the one held for supervisors at Ohio State Fairgrounds in the fall of 1957 would make the job of supervision more understandable to administrative personnel, would assist the supervisor in the development of the county program and would make supervision more efficient in its operation. Such an orientation workshop for administrators should involve those county
superintendents and local executive heads and all others who are interested in counties where new programs of supervision are yet to be started. Board of education members might well take part in such a workshop under a different plan of orientation.

General recommendations to county administrators follow:

1. It is recommended that executive heads and county superintendents who have not lately studied the most recent concepts of elementary education and supervision should assume the responsibility of a self-initiated in-service program of college or university refresher courses or diligent individual study of "best methods" in supervision as indicated by current literature. A knowledge of supervision gained only through experience is a waste of time and effort through a trial and error method.

2. It is recommended that the county superintendent at the county level and the executive head at the local level should bend every effort to introduce the county supervisor to other school personnel and to parents in the community. Only with such administrative support can there be mutual respect and confidence between teachers, parents, principals, executive heads, and supervisors. A program of orientation and adjustment will pay dividends in a more efficient program of instruction.

3. It is recommended that consideration be given by county-superintendents to the area of pupil guidance. It is important that the help of a trained psychologist be provided to assist the
large number of county teachers who consider that they have problems in this area. (According to latest figures there is a trend in this direction.)

4. It is recommended that county superintendents and county boards as well as executive heads and local boards re-appraise the amount of money allocated for supplies, their proper distribution, and their allocation to various schools. Nothing is more frustrating to teachers than the lack of suitable books and supplies.

5. It is recommended that sufficient time and careful study by the supervisor, executive head, county superintendent, and teachers be made at the time of organization of the supervisory program and periodically thereafter to carefully define the working relationships and to achieve better understanding by all personnel of what the role of each might be.

In personal interview and through questionnaire statement the writer found that determining the real job of the supervisor (defining the role) was one of the biggest problems in supervision. Even in those counties with well-established supervisory programs this problem seemed to be very real.

6. It is recommended that county superintendents consider the development of county or local professional libraries, material aid centers, or curriculum laboratories, to meet the needs of teachers and administrators.
General recommendations to county supervisors:

1. It is recommended that supervisors should schedule visits to the classroom or come at the invitation of teacher or executive head.

2. It is recommended that supervisors should arrange an after-visit conference even at the expense of completing a greater number of visits.

3. It is recommended that supervisors continue the practice of supplying resource material to teachers.

4. It is recommended that supervisors should in general promote a cooperative approach in curriculum development.

5. It is recommended that supervisors, executive heads, and county superintendents seriously study the extent to which a supervisor might dissipate her supervisory services by spending an excessive amount of time working with a testing program. Trained psychologists could do the job much better than a supervisor only partially trained for testing.

6. It is recommended that supervisors give consideration to teachers with relation to time expended and distance traveled in planning any county-wide or area meetings. Scheduling such meetings during an afternoon when the pupils have been dismissed would be of more value eventually.

It is recommended in general that greater coordination of supervisory programs could result from a provision for mutual
study and sharing by supervisors, teachers, executive heads, and county superintendents of those practices and procedures that are successful.

RECOMMENDATIONS FOR FURTHER RESEARCH

Further research could improve and increase knowledge of the following areas of county supervision and education:


3. A Study of Inter-relationships of School Personnel Involved in the County Supervisory Program.

4. Critical areas of Supervisory Behavior. (Similar to "Critical Areas of Administrative Behavior" by Odean Hess.)

1Odean Hess, loc. cit.
BIBLIOGRAPHY
BIBLIOGRAPHY

A. BOOKS


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C. PERIODICALS


Bail, P. M. "Do Teachers Receive the Kind of Supervision They Desire?" *Journal of Educational Research,* Vol. 40 (May, 1947), pp. 713-16.

Davis, Robert A. "The Teaching Problems of 1075 Public School Teachers." *Journal of Experimental Education,* Vol. 9 (September, 1940), pp. 41-60.


D. ENCYCLOPEDIA ARTICLES


E. UNPUBLISHED MATERIALS


"Three Angles - The Role of the Superintendent, Supervisor, and Principals in the Improvement of Instruction, with Respect to Current Forces Affecting Education." (Columbus: The Ohio State University, A Report of the Workshop for Educational Administrators, 1956), 118 pp. (mimeographed)
APPENDIXES
APPENDIX A

EXPLANATORY LETTERS AND QUESTIONNAIRES
USED IN THIS STUDY
Dear Sir:

In cooperation with the State of Ohio Department of Education and the Division of Elementary and Secondary Education, I am now engaged in a study and evaluation of supervisory practices in county school systems of Ohio.

As a result of the new Foundation Program, new supervisory programs have been organized within the past year. Other counties will select new supervisors during the months ahead. The proposed study will furnish a broader background of information for such new programs, will help in evaluating present programs, and will permit more adequate planning to help local supervisors.

Would you please help by answering the enclosed brief questionnaire and by listing the names of two executive heads in your county? Brief questionnaires will be sent to the executive heads together with request for distribution of a teacher questionnaire to two teachers at each of the two local schools.

Your completion of the questionnaire and its prompt return in the enclosed envelope will be greatly appreciated.

I assure you that all information will be kept confidential and that no individual will be identified in presentation of the data.

Sincerely yours,

Floyd F. Heil

FFE/jl
Encl.
EXHIBIT 2
A STUDY OF SUPERVISORY PRACTICES

A) Report Form for County Superintendents

Name_____________________________  County_____________________

1. What phrase below probably best describes supervision in this county? (Please check one.)
   a. Directing the school program and inspecting the results of teaching. __________
   b. Giving teachers freedom and allowing the program to develop as individual teachers get new insight. __________
   c. Giving direction to and providing critical evaluation of the instructional process. __________
   d. Helping school personnel define what they are going to do, thinking with them about ways of doing it, assisting them in executing the plans, and evaluating the results with them. __________

2. Supervision (with trained supervisors) has been a part of the instructional program in this county for what period of time? (Please check one, X)
   a. Less than one year _____ d. Three years _____
   b. One year _____ e. Four years _____
   c. Two years _____ f. Five years _____
   g. More than five years _____

3. Check below (X) all items which indicate the problems that have confronted you and your staff in developing a program of supervision; then place a second check mark (XX) in the blanks which indicate the most serious problems.
   a. Finding a qualified supervisor. __________
   b. Financing an instructional supervisor. __________
   c. Evaluating the instructional program. __________
   d. Acceptance of the supervisor by the community. __________
   e. Acceptance of the supervisor by the teachers. __________
   f. Acceptance of the supervisor by executive heads. __________
   g. Defining the role of the supervisor. __________
   h. Organizing and administering supervisory services. __________
   i. Evaluation of the work of the supervisor. __________
   j. Other_____________________________
4. What practices or types of assistance would most likely improve supervision in this county? Please show by a check mark (X) in the proper blank if you believe that the assistance indicated would (1) be of great value, (2) be of some value, (3) be of little value. Please check, also, in the fourth column if the service is already given.

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<td>a.</td>
<td>Providing more consultant service in the State Department Office.</td>
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<td>b.</td>
<td>Providing more consultant (field) service at the local level.</td>
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<td>c.</td>
<td>Publishing a State Department News letter which reports supervisory activities over the State.</td>
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<td>d.</td>
<td>Developing better courses in supervision in colleges and universities.</td>
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<td>e.</td>
<td>Organizing workshops for supervisors (planned by State Department).</td>
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<td>f.</td>
<td>Adding additional staff in the field of special supervision (art, music, physical education).</td>
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<td>g.</td>
<td>Adding additional staff in the field of general supervision.</td>
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<tr>
<td>h.</td>
<td>Scheduling regular monthly meetings of supervisor, executive heads, and county superintendents.</td>
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<tr>
<td>i.</td>
<td>Preparation of a course of study for the county.</td>
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<tr>
<td>j.</td>
<td>Encouraging broader parent participation in improving the instructional program.</td>
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<td>k.</td>
<td>Providing clerical help for the supervisor.</td>
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<td>l.</td>
<td>Other</td>
<td></td>
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</table>
5. Please add any information that would be of help in evaluating the whole program of supervision under the new Foundation Program.


6. Please list names and addresses of two local executive heads who would be willing to help in this study by answering a brief questionnaire and by forwarding questionnaires to two teachers:

a. __________________________  __________________________

b. __________________________  __________________________
Dear Sir:

In cooperation with the State of Ohio Department of Education and the Divisions of Elementary and Secondary Education, I am now engaged in a study and evaluation of supervisory practices in county school systems of Ohio.

You are one of two executive heads selected by your county superintendent to assist in this study. Would you please help by answering the enclosed questionnaire? Also, would you please forward the teacher questionnaires to two of your teachers — one to a teacher with some years of experience and the other to a teacher with limited experience.

Your help in the proposed study will furnish a broader background of information for other programs of supervision under the new Foundation Program. It will help in evaluating present supervision and will permit more adequate planning to help local supervisors.

Your completion of the questionnaire and its prompt return in the enclosed envelope will be greatly appreciated.

I assure you that all information will be kept confidential and that no individual will be identified in presentation of the data.

Sincerely yours,

Floyd F. Heil

Encl.
EXHIBIT 4
A STUDY OF SUPERVISORY PRACTICES

B) Report Form for Local Executive Heads

Name_________________________ School System_________________________

County_________________________

1. What phrase probably best describes supervision in this county? (Please check one. X)
   
   a. Directing the instructional program and inspecting the results of teaching.

   b. Giving teachers freedom and allowing the program to develop as individual teachers gain new insights.

   c. Giving direction to and providing critical evaluation of the instructional process.

   d. Helping school personnel define what they are going to do, thinking with them about ways of doing it, assisting them in executing the plans, and evaluating the results with them.

2. Check below (X) all items which indicate the problems that at some time have confronted you, your staff and community in organizing the present program of supervision; then place a second check mark (X) in the blank which indicates the most serious problems.

   a. Acceptance of the supervisor by the teachers.

   b. Acceptance of the supervisor by the community.

   c. Defining the role of the supervisor.

   d. Duplication of administrative effort.

   e. Finding sufficient time to confer with supervisors.

   f. Making the best use of limited time that supervisor's services are available to each county school.

   g. A teacher or staff morale problem resulting from inexperience of the supervisor.

   h. ____________________________

   i. ____________________________
In order to clarify precisely what is the role of the supervisor in being of most service to local schools, place a check mark (X) in the "yes" column if the statement definitely describes a supervisory responsibility. Place a check mark (X) in the "no" column if the statement described is not a supervisory responsibility.

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>a. Aid substitute teachers in meeting their responsibilities.</td>
<td>Yes</td>
</tr>
<tr>
<td>b. Assist executive heads in promotion of an effective in-service training program.</td>
<td></td>
</tr>
<tr>
<td>c. Meet with adult groups to interpret the instructional program to the community.</td>
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<tr>
<td>d. Work with special supervisors (art, music, etc.) in coordinating the instructional program.</td>
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<tr>
<td>e. Work with teachers in interpreting test results.</td>
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<td>f. Help teachers in solving problems of class management.</td>
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<tr>
<td>g. Work as a resource consultant in group study meetings.</td>
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<td>h. Do actual demonstration teaching.</td>
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<tr>
<td>i. Act as a participant in curriculum studies.</td>
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<tr>
<td>j. Act as group leader in curriculum studies.</td>
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<tr>
<td>k. Arrange demonstration teaching (by a classroom teacher).</td>
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<tr>
<td>l. Meet with the executive head and the board of education.</td>
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<tr>
<td>m. Help the executive head in determining policies affecting instruction.</td>
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<td>n. Work with individuals teachers in improving instruction.</td>
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<tr>
<td>o. Give a written report to the executive head of the supervisor's evaluation of the efficiency of teachers.</td>
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</tbody>
</table>
p. Plan conferences and work shops to improve teacher understanding of teaching techniques and the instructional program.

q. Assist teachers in finding resource material (films, charts, etc.)

r. Attending faculty meetings of each individual local school.

s. Checking height of desks and re-arranging a certain classroom (with the teacher) to increase physical comfort of pupils.

t. Seeking the services of college or university personnel for staff conferences and discussion.

u. Previewing and evaluating instructional material for possible purchase.

v. Sharing with executive heads materials on recent findings and new trends in education.

w. Helping to develop better understanding and working relationships between schools in this county.

x. Making a routine visit to all classrooms.

y. Other

______________________________
______________________________
______________________________
4. What practices or types of assistance would most likely improve supervision in this county? Please show by a check mark (X) in the proper blank if you believe that the assistance indicated would (1) be of great value, (2) be of some value, (3) be of little value. Please check also in the 4th column if the service is already given.

<table>
<thead>
<tr>
<th>Practice</th>
<th>1</th>
<th>2</th>
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<tbody>
<tr>
<td>a. Providing more consultant service at the State Department Office.</td>
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<tr>
<td>b. Providing more consultant (field) service at the local level.</td>
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<tr>
<td>c. Publishing a State Department News letter which reports supervisory activities over the State.</td>
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<tr>
<td>d. Developing better courses in supervision in colleges and universities.</td>
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<tr>
<td>e. Organizing workshops for supervisors (planned by State Department).</td>
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<tr>
<td>f. Adding additional staff in the field of general supervision.</td>
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<tr>
<td>g. Adding additional staff in the field of special supervision (art, music, physical education).</td>
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<tr>
<td>h. Scheduling regular monthly meetings, supervisor, executive heads, and county superintendent.</td>
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<tr>
<td>i. Preparation of a course of study and/or curriculum guide for the county.</td>
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<tr>
<td>j. Encouraging and providing for broader parent participation in improving the instructional program.</td>
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<tr>
<td>k. Providing clerical help for the supervisor.</td>
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<td>l. Other</td>
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</table>
5. Please add any information that would be of help in evaluating the whole program of supervision under the new Foundation program.
March 18, 1957

Dear Friend:

In cooperation with the State of Ohio Department of Education and the Divisions of Elementary and Secondary Education, I am now engaged in a study and evaluation of supervisory practices in county school systems of Ohio.

The proposed study will furnish a broader background of information for starting new programs of supervision. But, more important, it should give more insight into instructional problems so that supervisors can be more helpful to teachers.

You received this questionnaire through your local executive head. You are one of two teachers in your school who were selected to help in this study. It is hoped that the reactions shown would be your own individual reactions. It is therefore suggested that this questionnaire not be discussed with other teachers until after its completion.

Will you help by completing and returning the enclosed form? I assure you that all information will be kept confidential and that no individual will be identified in presentation of the data.

Your cooperation will be deeply appreciated.

Very sincerely,

Floyd F. Heil

Encl.
EXHIBIT 6
A STUDY OF SUPERVISORY PRACTICES

C) A Report Form for Teachers

In the list below you will find a number of practices that supervisors use in working with teachers. Rate each item in the entire list by circling the appropriate letter to the right of the item according to the following codes: 0 - no value, not desirable. L - little value, not very desirable. E - excellent value, highly desirable. If within the past year you did receive help of the type mentioned, please also circle the X in the last column.

<table>
<thead>
<tr>
<th>Kind of Supervisory Help</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Supervisor makes an unexpected visit to the classroom.</td>
<td>O L C E X</td>
</tr>
<tr>
<td>2. Supervisor comes to visit classroom on invitation of teacher.</td>
<td>O L C E X</td>
</tr>
<tr>
<td>3. Supervisor visits classroom to give help at request of local executive head.</td>
<td>O L C E X</td>
</tr>
<tr>
<td>4. While in the classroom, the supervisor takes active part in working with the children—such as guiding a reading group.</td>
<td>O L C E X</td>
</tr>
<tr>
<td>5. The supervisor, when visiting in the classroom, sits quietly so as not to disturb the class or teacher.</td>
<td>O L C E X</td>
</tr>
<tr>
<td>6. The supervisor plans with the teacher before the visit in order to give the most assistance during and following the visit.</td>
<td>O L C E X</td>
</tr>
<tr>
<td>7. The supervisor has an individual conference with the teacher after each visit.</td>
<td>O L C E X</td>
</tr>
<tr>
<td>8. The supervisor has a conference with the teacher and executive head after visit to the classroom.</td>
<td>O L C E X</td>
</tr>
<tr>
<td>9. The supervisor on teacher’s request meets with parent and teacher in conference.</td>
<td>O L C E X</td>
</tr>
<tr>
<td>10. The supervisor presents the teacher with a written report of evaluation of her visit.</td>
<td>O L C E X</td>
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</table>
11. The supervisor has conference with the teacher during the school day by using services of Future Teacher, principal, resource teacher, or parent.

12. The supervisor makes instructional materials and resources available when they are needed.

13. The supervisor discusses teachers' individual problems in group meetings without identifying the teacher who has the problem.

14. The supervisor serves as a demonstration teacher.

15. The supervisor arranges for a teacher to visit another room or school to see good teaching.

16. The supervisor arranges for a consultant (or outstanding teacher) to give a demonstration of teaching to the faculty group.

17. The supervisor arranges for a book company consultant to talk to the faculty.

18. The supervisor shows slides taken of a good teaching situation, explaining what was being developed in the classroom.

19. Supervisor, teachers, and principal study together the existing needs of the school in curriculum development.

20. The supervisor (with teachers and principal) starts a study of the curriculum with a discussion of philosophy and objectives.

21. The supervisor works to discover weaknesses in the curriculum through a testing program.

22. The supervisor arranges with the principal and teachers for school time to be used in an in-service study program.

23. The supervisor arranges with principal and teachers for a required in-service study program following afternoon dismissal.
24. The supervisor arranges with principal and teachers for a voluntary in-service study program following afternoon dismissal.

25. The supervisor uses newspaper publicity to keep the public informed of progress in the educational program.

26. The supervisor arranges for curriculum study through county-wide grade level in-service meetings.

27. The supervisor plans with the teachers an in-service study program that comes from the interests of the group.

28. The supervisor arranges with teachers a county-wide workshop for studying a curriculum problem.

29. The supervisor develops a local library of professional books and magazines.

30. The supervisor develops a county library of professional books and magazines.

31. The supervisor prepares a monthly supervisory bulletin which tells of new instructional aids, lists new professional books, and explains new teaching ideas seen in county schools.

32. The supervisor helps prepare a teacher's guide for the county system.

33. The supervisor works with teachers in a county-wide study to develop a scope and sequence chart.

34. The supervisor helps teachers establish criteria for evaluating pupil progress.

35. The supervisor encourages teachers and schools to subscribe to some of the professional magazines.

36. The supervisor acquaints teachers with sources of material available in the community, state, and nation.
37. The supervisor helps by arranging meetings for teachers to make instructional materials.

38. The supervisor arranges for an exhibit of books or other instructional material.

39. The supervisor gives more help to beginning teachers during the first two months of the school year.
II. Please indicate by a check mark in the appropriate column below the approximate number of times that the supervisor helped you as indicated, individually or in a group situation since last September.

<table>
<thead>
<tr>
<th>Types of Service</th>
<th>Never</th>
<th>Once</th>
<th>Twice</th>
<th>Three Times</th>
<th>Four Times</th>
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<tbody>
<tr>
<td>1. Visiting in my classroom.</td>
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<td>2. Helping me with a classroom problem at my request.</td>
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<td>3. Conferring with me after classroom visit.</td>
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<td>4. Meeting with me and a parent in conference.</td>
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<td>5. Arranging a demonstration teaching experience.</td>
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<td>6. Visiting another teacher in her classroom.</td>
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<tr>
<td>8. Attending faculty meetings in each local school.</td>
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<tr>
<td>9. Arranging a workshop for curriculum study.</td>
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<td>10. Arranging professional meetings.</td>
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<tr>
<td>11. Providing an educational article written by the supervisor.</td>
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<tr>
<td>12. Meeting with me and the executive head or principal in conference.</td>
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<tr>
<td>13. Arranging and conducting grade level study meetings.</td>
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<td>15. Other</td>
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</table>
III. Listed below are problems that have bothered many teachers in trying to do a better job in improving the learning situation for children.

a. In column A indicate whether or not each item has been a source of difficulty to you by circling the appropriate letter to the right of the item according to the code: (0) no difficulty at all, (S) some difficulty, but not serious, (M) much difficulty.

b. In column B indicate whether or not the supervisor actually helped you in coping with the problem. If "yes" then circle the letter Y. If "no" then circle the letter N.

<table>
<thead>
<tr>
<th>Difficulty</th>
<th>Col. A</th>
<th>Col. B</th>
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</thead>
<tbody>
<tr>
<td>1. Being bothered by supervisor's visit to my classroom.</td>
<td>O</td>
<td>S M</td>
</tr>
<tr>
<td>2. Being bothered by parent visit to my classroom.</td>
<td>O</td>
<td>S M</td>
</tr>
<tr>
<td>3. Being bothered by principal's visit to my classroom.</td>
<td>O</td>
<td>S M</td>
</tr>
<tr>
<td>4. Working for control of discipline of my class.</td>
<td>O</td>
<td>S M</td>
</tr>
<tr>
<td>5. Understanding the reading problems of my class.</td>
<td>O</td>
<td>S M</td>
</tr>
<tr>
<td>6. Obtaining sufficient supplementary or instructional resource material.</td>
<td>O</td>
<td>S M</td>
</tr>
<tr>
<td>7. Analyzing the difficulties of a particular pupil.</td>
<td>O</td>
<td>S M</td>
</tr>
<tr>
<td>8. Organizing and planning the class work.</td>
<td>O</td>
<td>S M</td>
</tr>
<tr>
<td>9. Making my classroom more attractive.</td>
<td>O</td>
<td>S M</td>
</tr>
<tr>
<td>10. Understanding unit type teaching.</td>
<td>O</td>
<td>S M</td>
</tr>
<tr>
<td>11. Developing a unit of teaching.</td>
<td>O</td>
<td>S M</td>
</tr>
<tr>
<td>12. Trying to decide what professional associations to join.</td>
<td>O</td>
<td>S M</td>
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<tr>
<td>13. &quot;Getting along&quot; with a neighboring teacher.</td>
<td>O</td>
<td>S M</td>
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<tr>
<td>14.</td>
<td>A disagreement between teacher and principal.</td>
<td>O</td>
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<tr>
<td>15.</td>
<td>Evaluating pupil progress.</td>
<td>O</td>
</tr>
<tr>
<td>16.</td>
<td>Getting acquainted with other teachers.</td>
<td>O</td>
</tr>
<tr>
<td>17.</td>
<td>Understanding local policies and philosophy.</td>
<td>O</td>
</tr>
<tr>
<td>18.</td>
<td>Making out reports.</td>
<td>O</td>
</tr>
<tr>
<td>19.</td>
<td>Tolerating cliques of other teachers.</td>
<td>O</td>
</tr>
<tr>
<td>20.</td>
<td>Obtaining enough books and supplies.</td>
<td>O</td>
</tr>
<tr>
<td>21.</td>
<td>Securing a course of study.</td>
<td>O</td>
</tr>
<tr>
<td>22.</td>
<td>Finding time for personal recreation.</td>
<td>O</td>
</tr>
<tr>
<td>23.</td>
<td>Obtaining audio or visual teaching aids.</td>
<td>O</td>
</tr>
<tr>
<td>24.</td>
<td>Overcoming poor classroom facilities.</td>
<td>O</td>
</tr>
<tr>
<td>25.</td>
<td>Receiving more problem pupils than others.</td>
<td>O</td>
</tr>
<tr>
<td>26.</td>
<td>Feeling that I do not teach arithmetic well.</td>
<td>O</td>
</tr>
<tr>
<td>27.</td>
<td>A lack of training in music and/or art.</td>
<td>O</td>
</tr>
<tr>
<td>28.</td>
<td>Contributing in faculty or other professional meetings.</td>
<td>O</td>
</tr>
<tr>
<td>29.</td>
<td>Needing help in teaching of physical education.</td>
<td>O</td>
</tr>
<tr>
<td>30.</td>
<td>The traditionalism of some older teachers.</td>
<td>O</td>
</tr>
<tr>
<td>31.</td>
<td>Completing a self-appraisal or self-evaluation of my teaching.</td>
<td>O</td>
</tr>
<tr>
<td>32.</td>
<td>Maintaining my own physical health.</td>
<td>O</td>
</tr>
<tr>
<td>33.</td>
<td>Motivating pupil participation.</td>
<td>O</td>
</tr>
<tr>
<td>34.</td>
<td>Providing for individual differences.</td>
<td>O</td>
</tr>
</tbody>
</table>
IV. What is your opinion concerning the county supervisor's (or supervisors') work on increasing the efficiency or effectiveness of the instructional program in this county?

None ___________________ Some improvement __________________
Very little ________________ Definite improvement ________________

V. Please indicate the number of years that you have taught:

1st year ________________ 10 to 15 years _______________________
less than 5 years _______ 15 to 20 years _______________________
5 to 10 years ___________ more than 20 years _________________

VI. Please add any information that would help in evaluating the whole area of supervision under the new Foundation Program. We welcome any suggestions you may care to make for improving supervisory help to teachers.

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

VII. Name ________________________________) Optional

Address __________________________________) Optional

(The person completing this questionnaire is reassured that all information is confidential and that no teacher will be identified in presentation of the data.)
May 10, 1957

Dear Supervisor:

In cooperation with the State of Ohio Department of Education and the Division of Elementary and Secondary Education, I am now engaged in a study and evaluation of supervisory practices in county school systems of Ohio.

As a result of the new Foundation program, new programs of supervision have been organized within the past year. Other county programs will be started in the months ahead. The proposed study will furnish a broader background of information for initiating such new programs, will help in evaluating present programs, and will permit more adequate planning to help local supervisors and teachers.

Will you help by spending a few minutes in answering questions on the enclosed form? All information will be kept confidential.

Your cooperation will be deeply appreciated and ultimately it should help make possible more effective assistance to all county supervisors and teachers.

Cordially,

Floyd F. Heil

Encl.
Part I - Summary of Personal and Professional Information About the Supervisor

Please answer the first three questions by placing a check mark in the appropriate blank.

1. Sex: Male ________ Female ________

2. Marital status: Married ________ Single ________

3. Age: 25 to 30 ________ 45 to 50 ________
           30 to 35 ________ 50 to 55 ________
           35 to 40 ________ 55 to 60 ________
           40 to 45 ________ 60 or above ________

4. Training: Are you a graduate of an Ohio High School?
   Yes ________ No ________

   List colleges where degrees were received.
   Bachelor's Degree ____________________________
   Master's Degree ____________________________
   Ph.D. ____________________________

   Area or areas of specialization: (Please check)

   Elementary School Administration ________ BA ________ MA ________
   Secondary School Administration ________ BA ________ MA ________
   Superintendency ________ BA ________ MA ________
   Supervision ________ BA ________ MA ________
   Elementary School Teaching ________ BA ________ MA ________
   Secondary School Teaching ________ BA ________ MA ________
   No particular specialization ________ BA ________ MA ________
   Other ________ BA ________ MA ________

5. Experience: (Circle the last position held before being appointed as supervisor. Place an X beside all positions previously held.)

   Elementary teacher ________ How long? ________
   Secondary teacher ________ How long? ________
   Elementary principal ________ How long? ________
   Secondary principal ________ How long? ________
   Other ________ How long? ________
Present experience as County Supervisor: Number of years.

First year                Six to ten years
Second year              Eleven to fifteen
Three to five years     Sixteen to twenty years
More than twenty years

6. Compensation: (Check appropriate blank)

Present salary:

|$3500 to $4000 | $6500 to $7000 |
| 4000 to 4500 | 7000 to 7500 |
| 4500 to 5000 | 7500 to 8000 |
| 5000 to 5500 | 8000 to 8500 |
| 5500 to 6000 | 8500 to 9000 |
| 6000 to 6500 | 9000 to 9500 |

above 9500

7. Professional organizations: (Please check both columns)

Member?          Attend Meetings?
National Education Association
Ohio Education Association
County Education Association
Association for Childhood Education
American Federation of Teachers
American Association of School Administrators
Association for Supervision and Curriculum Development
Other:

8. What is the total enrollment of children in your county elementary schools? ____________

How many elementary schools are there in your county? ____________

What type of vertical organization is used in your county?
1st through 6th
1st through 8th
Kgn. through 6th
Kgn. through 8th

How many elementary teachers are there in this county? ____________

Approximately how many teachers do you contact individually each week in your professional role as supervisor? ____________

Approximately how many do you contact each week in professional group meetings or other activities? ____________
9. Please indicate the number of supervisors available to help elementary teachers in your county:

General Elementary Supervisor ____________________
Art Supervisor ____________________
Music Supervisor ____________________
Physical Education Supervisor ____________________
Other: __________________________________________

10. Do you have paid secretarial help?

Full time ____________________
Part time ____________________
None ______________________

11. Do you receive travel or expense allowance? Yes ______ No ______

If so, how much? ________________________________________

Part II - The Supervisory Program

1. What is your opinion concerning the effectiveness of supervision on increasing the quality and efficiency of instruction in this county?

None ____________________ Some improvement ____________________
Very little ____________________ Definite improvement ____________________

What is your opinion concerning the effectiveness of supervision on improving the quality of instructional material?

None ____________________ Some improvement ____________________
Very little ____________________ Definite improvement ____________________

2. Indicate by a check mark in Column A, the approximate number of times within the past month that you have given the following types of supervisory service.

Then indicate in Column B the approximate number of hours that you have spent in this type of supervisory service within the past month.
a. Classroom visitation.
(Examples: Visiting a teacher at her request. Routine visitation. Visiting a classroom at administrator's request. Helping in new teacher orientation. Helping a teacher with reading problems. Demonstrating use of projector or other equipment.)

b. Conferences with teachers.

c. Planning and organizing a Teacher-Education Program.
(Examples: Arranging in-service professional meetings. Planning with teachers grade level study meetings. Arranging workshops.)

d. Serving as a speaker, resource leader, or consultant.
(Examples: In faculty meeting, in-service county or local meeting, in panel discussion, in study of philosophy or objectives, in PTA meetings, on a curriculum council.)

e. Conferences with administrators or Board of Education.
(Examples: Meeting with county superintendent, with executive heads, or with building principal for administrative purposes or curriculum study. Attend board meetings.)

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<td>25</td>
<td>5</td>
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</tbody>
</table>

g. Preparation or Revision of Instructional Material. (Examples: Course of study, curriculum bulletin, curriculum guide, supervisory bulletins, agreements, charts, resource files.)

h. Personal Professional Advancement. (Examples: Reading professional material. Consulting with State Department personnel. Attending University classes.)

i. Planning a Testing Program. (Examples: Choosing tests for county use. Testing individual pupils. Group or class testing. Scoring papers. Explaining test results.)

j. Working with Community Groups in School Affairs. (Examples: Acting as consultant to civic or social groups. Attending meetings at which school affairs are discussed. Addressing community groups on supervision or other phases of education.)
k. Assisting in Selection, Appointment, Assignment and Transfer of Teachers. (Examples: Recommend teachers for appointment. Rate teachers. Advise with administrator concerning teacher transfer.)

l. Miscellaneous. (Examples: Developing a library using newspaper publicity to inform parents. Reviewing textbooks for purchase. Obtaining books and supplies.)

m. Other. (Include any professional activity to which an appreciable amount of time is devoted.)

3. What phrase probably best describes supervision in this county? Please check one.

a. Directing the instructional program and inspecting the results of teaching.

b. Giving teachers freedom and allowing the program to develop as individual teachers gain new insights.

c. Giving direction to and providing critical evaluation of the instructional process.

d. Helping school personnel define what they are going to do, thinking with them about ways of doing it, assisting them in executing the plans, and evaluating the results with them.
4. Certain problems confront each beginning supervisor. Indicate by a check mark in Column A whether you had such a problem in starting your present position.

Show by a check mark in Column B who was most instrumental in helping you to work out the problem. E. refers to executive head, T. refers to a teacher, S. refers to another supervisor, C. refers to county superintendent, P. refers to a parent, M. refers to the fact that you solved the problem yourself.

<table>
<thead>
<tr>
<th>Problem or Difficulty</th>
<th>A</th>
<th>B</th>
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<tbody>
<tr>
<td>a. Unfavorable attitude of teachers.</td>
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<td></td>
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<tr>
<td>b. Unfavorable attitude of another supervisor.</td>
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<td>c. Unfavorable attitude of the executive head.</td>
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<tr>
<td>d. Acceptance by the community.</td>
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<tr>
<td>e. Conflict in role and responsibility of supervisor and executive head.</td>
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<tr>
<td>f. Finding sufficient time for my duties.</td>
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<tr>
<td>g. Traditionalism in schools in the county.</td>
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<tr>
<td>h. A personal problem of &quot;stage fright&quot; before groups.</td>
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<tr>
<td>i. Defining role of supervisor with county superintendent and Board of Education.</td>
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<tr>
<td>j. Organizing teachers into workshops or study groups.</td>
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<tr>
<td>k. Learning to know teachers, executive heads, and other personnel.</td>
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<tr>
<td>l. Finding sufficient resource material.</td>
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<tr>
<td>m. Lack of clerical help.</td>
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<tr>
<td>n. Lack of rapport and jealousy between various county schools.</td>
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<tr>
<td>o. Insufficient salary.</td>
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</tbody>
</table>
p. Preparation of reports.
q. Understanding how to help new teachers.
r. Trying to stick to a schedule.
s. Learning policies and regulations in the various schools.
t. Finding time for personal recreation.
u. Other. _____________________________________________

5. What practices or types of assistance would most likely improve supervision in this county? Please show by a check mark (X) in the proper blank if you believe that the assistance indicated would (1) be of great value, (2) be of some value, (3) be of little value. Please check, also, in the fourth column if the service is already given.

a. Providing more consultant service in the State Department office.
b. Providing more consultant (field) service at the local level.
c. Publishing a State Department News Letter, which reports supervisory activities over the State.
d. Developing better courses in supervision in colleges and universities.
e. Organizing workshops for supervisors planned by State Department.
f. Adding additional staff in the field of special supervision (art, music, physical education.)

g. Adding additional staff in the field of general supervision.

h. Scheduling regular monthly meetings of supervisor, executive heads, and county superintendents.

i. Preparation of a course of study for the county.

j. Encouraging broader parent participation in improving the instructional program.

k. Providing clerical help for the supervisor.

l. Other ________________________________

6. Please indicate the steps taken in pre-planning and initiating the supervisory program in this county. (Place number (1) after first step used, etc.)

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<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td>a.</td>
<td>Board of Education approved new program.</td>
<td></td>
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<tr>
<td>b.</td>
<td>Pre-Planning Conference between County Superintendent and Supervisor.</td>
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<td>c.</td>
<td>Contacting local executive heads to visit schools.</td>
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<td>d.</td>
<td>Conference with local executive heads.</td>
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<tr>
<td>e.</td>
<td>Group conference with all teachers.</td>
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<tr>
<td>f.</td>
<td>Consulting with State Department.</td>
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<td>g.</td>
<td>Developing a Supervisory News Bulletin.</td>
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<tr>
<td>h.</td>
<td>Locating instructional aids and other resources.</td>
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<tr>
<td>i.</td>
<td>Classroom visitation.</td>
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</tbody>
</table>
7. The following are statements of possible aims in supervision. Listed after these are supervisory procedures or methods that may be used in accomplishing these aims. Please check procedures used by you as a supervisor to accomplish the aims suggested:

a. Continuously evaluate overall objectives as a basis for further planning. By:
   - Regular conference with county superintendent.
   - Regular conference with local executive head.
   - Conferences with individual teachers.
   - Conferences with parents.
   - Use of evaluating forms.
   - Grade level study groups.
   - A testing program.
   - Other

b. Encourage growth in individuality, cooperation, and democratic processes. By:
   - Encouraging teacher suggestions.
   - Encouraging the "we" concept.
   - Inviting teacher and administrator planning.
   - Developing leadership wherever possible.

c. Utilize to the fullest extent the human and material resources of this county. By:
   - Inviting parents as resource personnel.
   - Inviting parents in curriculum study.
   - Encouraging visitation of personnel between schools.
   - Encouraging local student study trips.
   - Arranging school use of local library.
   - Other


d. Encourage closer cooperation between schools in the county. By:
   - County in-service study meetings.
   - County grade-level meetings.
   - Planning meetings with local executive heads.
   - County wide curriculum study.
   - Other
e. Guide pupils toward pre-determined goals and objectives.
   By:
   Encouraging use of course of study.  
   Developing resource files.  
   Use of appropriate tests.  
   Using curriculum guide for direction.  
   Other ________________________________

f. Improve relations in county between lay people and school personnel. By:
   Providing educational articles for local papers.  
   Encouraging parent visitation.  
   Encouraging home visits by teachers.  
   Improving the reporting system.  
   Encouraging teacher participation.  
   Providing regular informative "take-home" leaflets.  
   Other ________________________________

 g. Encourage participation of all personnel in improvement of learning in each county school. By:
    Stimulating thought through supervisory newsletter.  
    Cooperative revision of course of study or curriculum guide.  
    Participation in community meetings on education.  
    Having parent and teacher study committees for evaluating instructional material.  
    Other ________________________________

8. Add any information that would be of help in evaluating the whole program of supervision under the new foundation program.

9. In returning this questionnaire, please include any supervisory bulletins or other material that you think would help to give a better picture of the program in your county. (Additional "postage due" will be paid by me.)

Floyd F. Heil
APPENDIX B

LETTERS, REPORT FORMS, NEWS LETTERS AND OTHER MATERIALS

USED BY SUPERVISORS IN OHIO COUNTIES
To: ELEMENTARY TEACHERS
Re: Correct Pronunciation and Aids

DID YOU KNOW?

As found in Webster's New Collegiate Dictionary:

a - the article used as an adjective or indefinite article (shortened from the adjective an), is pronounced a - that only as it is used to emphasize, should it be pronounced a - so, if you hear "a tree," "a table," "a hat," or "about," "away," etc., it is incorrect and should be rectified.

DID YOU KNOW?

(Also from Webster's)

the - is pronounced the before a consonant, and the or thi before a vowel - such as, "the egg," "the orange," etc.

Flannelgraphs

These are almost indispensable in primary grades. Children can help by making cutouts for them. They can be homemade. Just use a masonite or plywood board - or mechanical drawing board - 2 by 3, or 3 by 5. Stretch felt or cotton flannel tightly over it - thumbtack on back edges. Place in a frame. The frame could be enameled a bright color. Use articles backed by 1/2 size sandpaper, or cut from oil-cloth, plastic, sponge rubber, sponge, or light linoleum.

Use for number work objects, sequence study, phonics, shapes and sizes, etc.

Experience Charts

WHY?

Because they are created through the child's own experience - his own words made into a story he can read. This may be better than a primer for the over-age child who cannot read.
Because it is something he may copy during seat work period to take home and read - thus serving two real purposes. Besides, copying takes longer, gives writing practice, and helps in letter discrimination and formation.

HOW?
Make it up from some child's experience, in his own words, right there and then. Write it on the board - later copy it on chart paper (comes in large pads) - or do it directly on the pad. Keep the pad so stories may be flipped back and forth to be perused at various times during the day. The children enjoy making pictures to illustrate the stories, too, which can be attached to the chart. Some child might discover that reading and his own experience aren't much different.
Did you ever step outside of yourself?  
To watch yourself pass by,  
To try to see how you look to yourself  
When no one else was nigh?  

Did you see the faults that others see  
When they look with the critical eye?  
Or were you so blinded by love of self  
You saw only perfection pass by?  

— J. E. Reid

Although the "weather man" has certainly been a bit reluctant to cooperate in sending the balmy breezes and gentle sunshine that are necessary to bring an abundance of spring flowers, your classrooms have not been lacking in color. Tulips, jonquils, and daffodils have really bloomed out in profusion. They have appeared in various shapes, colors, and sizes from miniature to giant. The same is true of Easter eggs, baskets, and rabbits. I want to comment on the paper mache' puppets and animals I have enjoyed in your rooms. Special mention goes to the paper mache' bunny that was as large as the boys and girls who created him.

If you are interested in adding supplementary materials in health and safety, I would like to mention four new books, which I have recently received from Scott, Foresman, and Company. Just Like Me, orientation primer for six-year olds, Being Six, Book 1, Seven or So, Book 2, and From Eight to Nine, Book 3. Drop in to study my copies if at all interested.

As we near the close of the school year we become more and more concerned with evaluating the work of the students. I want to quote from "Handbook on Reading" by Scott, Foresman and Company — "Things to Remember About Poor Readers." Take time to establish independence in word attack.

1 - Many pupils have failed to establish effective habits or are confused in applying the skills that lead to independent reading.

2 - Some pupils began their study of phonetics without an adequate background of auditory discrimination. Hence, similar sounds are confused.

3 - Some pupils learned to "sound out" words explosively and hence cannot blend sounds to discover the word.
4 - Some pupils have lost out in understanding of "root" words to which prefixes and suffixes have been added.

5 - Some pupils do not hear syllables within a word. In their own speech they say, for example, "magin" for "imagine" and are surprised to see that "imagine" begins with a letter of whose sound they have not been conscious.

6 - Some pupils haven't the slightest notion as to how much of a word forms its first syllable.

7 - Remember that the poor reader, like the good reader, tries to use his knowledge of phonetics and word structure. His errors are not "wild guesses" but attempts to use knowledge that is inadequate, confused, or misleading. He needs help in establishing and applying basic skills so that he too can develop independence.

I want to thank each and every one who helped in any way to make our recent performance "The Daffodil" such a success. I was especially proud of the boys and girls who attended the play. Their behavior was excellent. Thanks again!!!

INTERMEDIATE TEACHERS: Please mark on your calendar Monday, April 29, for the last meeting of the year. This meeting is scheduled for 8:00 p.m.

Elementary Supervisor
### COUNTY SCHOOLS
**Report to the County Board of Education**

For the Month of __________________ Name __________________

<table>
<thead>
<tr>
<th>NAME OF DISTRICT</th>
<th>Supervisor A</th>
<th>Supervisor B</th>
<th>Supervisor C</th>
<th>Supervisor D</th>
<th>Supervisor E</th>
<th>Enrollment</th>
<th>No. of Teachers</th>
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<tbody>
<tr>
<td>1. Black</td>
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<td>2. White</td>
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<td>3. Green</td>
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Other Meetings:

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354
Sample First Letter from Supervisors to Teachers
and Principals

September 6, 1956

Dear Principals and Teachers:

We would like to take this opportunity to say, "Hello" and extend, "Best Wishes," for a happy school year in __________ County. The first couple of weeks are difficult usually, and we know you will be very busy.

We are establishing our office on the second floor (center front) of the County Court House. We plan to be assembling information and material.

We are looking forward to meeting everyone in the near future. In case we can be of assistance, we can be reached at our office phone, or the county office.

Sincerely,

County Supervisors
Dear Teachers,

Many teachers have indicated a desire to meet with other teachers of the same grade level, in order to discuss common problems.

A meeting for all fourth grade teachers will be held at our office in the County Court House after school, 4:00 P.M., Thursday, November 11.

It will be primarily a "get acquainted" meeting. Will you please bring to the group "some idea" that has proven helpful to you? It may be an account of a bulletin board display, some free material source, profitable seatwork, or creative activity.

We will look forward to seeing you.

Sincerely,

Supervisor, County Schools
Sample Form for Teacher Evaluation of Supervisory Program

Dear Teacher,

This has been the first year _______ County has had supervisory services in the elementary grades. As indicated in the early part of the year our job is to provide assistance in the development of a better teaching-learning situation in the total school program.

Now as the year draws to a close we ask ourselves what have we accomplished and how can we plan our work for another year to better serve the children of _______ County.

We have many hopes and plans. We are anxious to assist the teachers with their problems in a manner that will be most helpful.

Would you please answer the following questions to aid us in this evaluation process?

1. We have need of more professional books on teaching in all basic subject areas and would like more of them made available to us.

   A need________________________ Not a need________________________

   Comments________________________

2. The supervisor could serve us better in instruction improvement through ____________ (indicate preferences)

   Demonstration lessons________________________
   Meetings with staff at local buildings________________________
   Individual conferences________________________
   Grade level meetings at central point________________________
   Arranging for a day of visitation________________________
   After-school conference with supervisor________________________
   Any other suggestions________________________
   Classroom visitation and conference________________________

3. A flexible course of study, that would outline the material to be covered in each grade in each area of learning, would be helpful.

   Agree________________________ Disagree________________________

   Comments________________________
4. Such a curriculum should be studied, planned, and adopted by representative teachers and administrators from all schools and all grades.

Agree ____________________________ Disagree ________________

Comments_____________________________________________________

5. The supervisors would serve us better by recommending new techniques and methods.

Agree ____________________________ Disagree ________________

Comments_____________________________________________________

6. We have a need for materials. The supervisors could assist by supplying

a. Information and recommendations on supplementary material

b. Free material

c. Information on films and film strips

d. Information on resource people available in county

e. Information on educational tours and trips

f. Any other helpful information

7. The supervisor can help in individualizing our program so that we teach not only the average, but the slow as well, and challenge the gifted student.

Agree ____________________________ Disagree ________________

Comments_____________________________________________________

8. The supervisor can help me evaluate myself through constructive criticism.

Agree ____________________________ Disagree ________________

Comments_____________________________________________________

Any further suggestions__________________________________________

Thank you. Would you please return this unsigned to our office.

Yours truly,

County Supervisors
Sample Form for Principal's Evaluation of Supervisory Program

We would like to have you evaluate supervision as it can serve you and your teaching staff for the coming year.

The supervisor could give us assistance in our local buildings through_________

1. Attending a meeting at our building and thinking with us on how we can improve the learning situation of our children.
   Agree____________________ Disagree____________________
   Comments______________________________________________

2. Arranging more conferences with the principal of the building.
   Agree____________________ Disagree____________________
   Comments______________________________________________

3. Arranging more conferences with the teachers in our building.
   Agree____________________ Disagree____________________
   Comments______________________________________________

4. Assisting us with community-school relationships through making ourselves available to P.T.A. Groups.
   Agree____________________ Disagree____________________
   Comments______________________________________________

5. More frequent visits to the classrooms.
   Agree____________________ Disagree____________________
   Comments______________________________________________

Any other comments______________________________________________
I, Floyd Frederick Heil, was born in Kankakee, Illinois, April 27, 1912. I received my secondary education in the public schools of Groveport (Madison Township), Ohio. My undergraduate training was obtained at Capital University, from which I received an Elementary Normal Certificate in 1936 and the degree Bachelor of Science in Education in 1942. From The Ohio State University I received the degree Master of Arts in 1949. At Ohio State University I acted in the capacity of graduate assistant to Dr. James Burr during the summers of 1955, 1956, and 1957. I held the position of elementary principal of a Columbus public school while completing the requirements for the degree Doctor of Philosophy.