

AN ATTEMPT TO DETERMINE THE EFFECTIVENESS
AND EXTENT THAT A DEFINITE PLAN OF
SUPERVISION AND IN-SERVICE
TRAINING OF TEACHERS
IS BENEFICIAL TO
RURAL SCHOOL

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IS BENEFICIAL TO
RURAL SCHOOL

By

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Bachelor of Arts

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FOREWORD

This study was made in an attempt to determine the effectiveness and extent to which a definite plan of supervision and in-service training of teachers is beneficial to rural schools.

The unit selected for this study is the elementary grades of the dependent white schools in Okfuskee County.

The principal methods of supervision were individual and group conferences, bulletins, observing good teaching, bringing teachers in contact with professional periodicals and books, also diagnostic and achievement tests.

The results were determined in several ways. First, and seemingly most dependable, were the results obtained by the use of the state accrediting tests; second, a record of books read by the pupils during the study; third, a comparison of training, experience and salaries of teachers employed.

Much of this information was secured from teachers in personal interview, in their reports, and in records kept by them for this study.

INTRODUCTION

Okfuskee County contains 41 white dependent schools. They are distributed over an area of 664 square miles, have an enumeration of 7,467, and are served by one hundred teachers.

The following table shows the number of teachers employed in each school:

TABLE I

Schools	Teachers
7	1
22	2
5	3
2	4
3	5
1	6
1	8

There was no evidence of any systematic attempt at supervision prior to the year of 1933.

A short visit to each school showed the need of improvement in instruction in most of them. The question to decide was, how shall it be done?

Realizing the need of expert help, the writer went to the Rural School Supervisor in the State Department of Education. In a conference with her the tools of supervision were discussed and a decision made as to those most practical to use in this situation. The advice given was to concentrate on a few improvements.

PART ONE

1933-34

For the first year the work was to be centered around three points of emphasis.

1. More and better reading.
2. Comparing schools by the use of tests.
3. Recommending deserved increases in salaries.

During the first visit it was discovered that many schools had no library while others were not making the use of that which they did have. The challenge was to make reading material available and to stimulate its use. As a partial answer to this challenge the county purchased six sets of supplementary readers for grades one to three inclusive. Each set contained an average of 75 books. These books were available to the 41 schools and were kept in the county superintendent's office to be used as a circulating library. Other sources of supply were the city library, the state library, individual donations, discarded books from an Indian boarding school. These last were given because of the number of Indians in this county.

Forms were mimeographed for the teachers whereby a record was kept of the books read by each pupil. Certificates were given for each 25 books read.

The results of the first program was not very satisfactory and as there were no records in the office there

was no basis of comparison. A total of 8406 books was read during the year. The number of books read in each grade is shown in table two.

TABLE II

Grade	Books Read
8	795
7	796
6	972
5	1046
4	1080
3	954
2	1049
1	1714

In making an academic comparison of the schools, the State Accrediting test was used. These are general achievement tests furnished by the state for the use of grades five to eight inclusive.

At the close of the year, a comparative chart was made for the office. This chart was a vertical bar graph for each school. Teachers, school boards and patrons showed much interest in this graph. Those schools making low scores accepted good naturedly the comments and seemed to make an extra effort to improve their rating. There was no evident evil effect in the schools scoring low but in the schools with higher scores it caused them to give undue emphasis to

high grades.

The rating of the county by grades using the State Test is shown in table three.

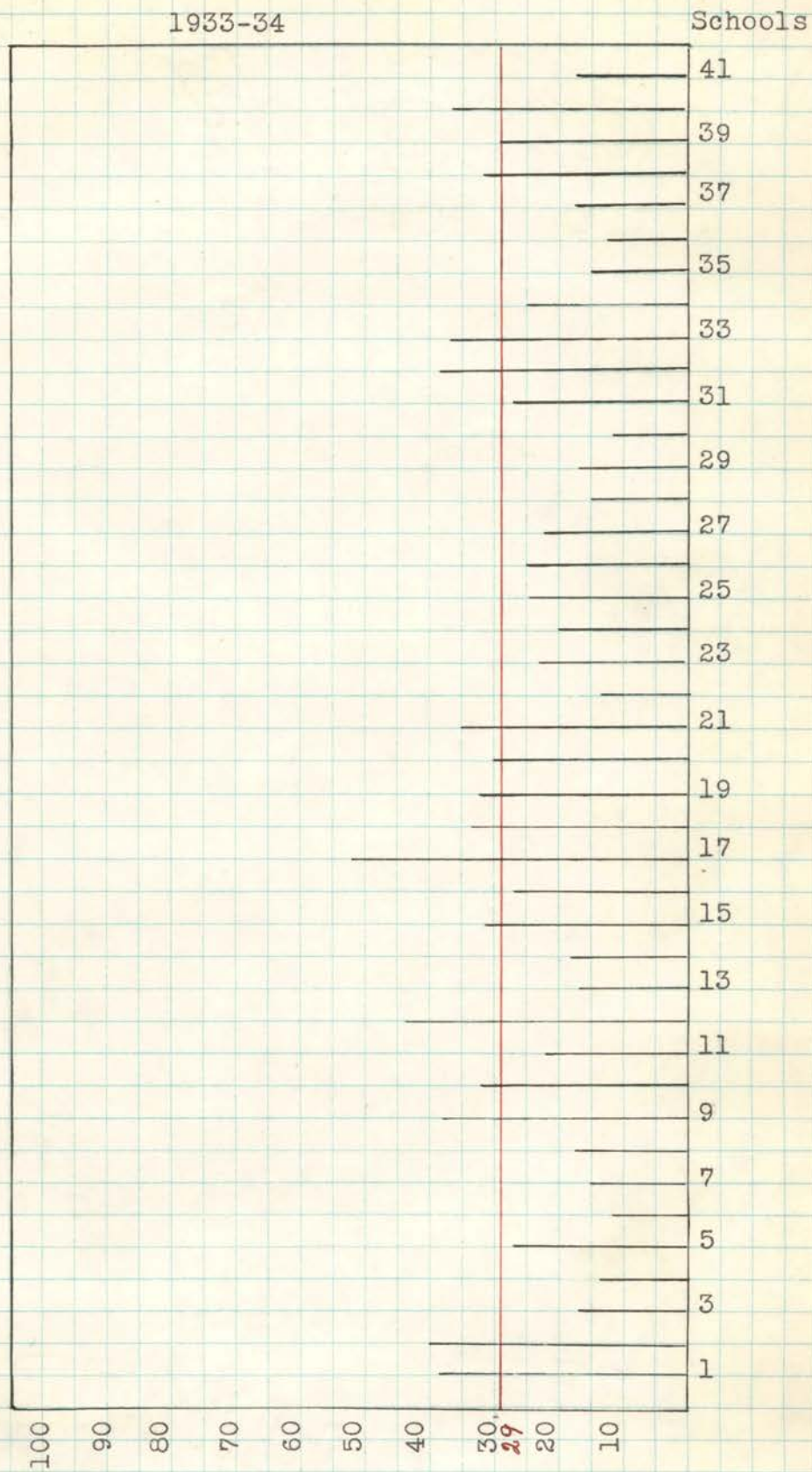
TABLE III

Grade	State Norm	County Norm
school	29	25
8	34	29
7	30	28
6	26	25
5	26	24

Each grade is from one to five points lower than the state norm for the corresponding grade. On page eight will be found each district's rating and its relation to the state norm which is represented by a red line. The districts were given an identification number and are represented by vertical bar graphs.

The results of these tests showed that a good job of teaching was not being done in all schools and many teachers came in asking "why" or "what must I do?" In trying to answer this, test papers were analyzed to find weaknesses in subject matter. Teachers were encouraged to use objective commercial tests to get the child familiar with the mechanics of an objective test. These were selected by the superintendent and paid for by the district.

The red line is the state norm. Bars represent individual schools averages. Second semester.



An analysis of the teacher's contracts disclosed an average annual salary for men to be \$738.81 and for the women to be \$618.23. To give a more adequate idea of the salary distribution table number four is given.

TABLE IV

Salary	Men	Women
\$300 to \$399	1	0
400 -- 499	3	14
500 -- 599	5	12
600 -- 699	6	24
700 -- 799	2	11
800 -- 899	7	2
900 -- 999	4	2
1000 -- or more	4	0

From the same source the qualifications of the teachers employed, as shown by college hours, is indicated by table five.

TABLE V

College Hours	Men	Women
None	2	0
8 - 31	1	5
32 - 47	3	7
48 - 63	3	13
64 - 79	9	30
80 - 95	3	5
96 - or more	0	1
Degree	11	7

Continuing from the same source, the experience of the teachers employed is given in table six.

TABLE VI

Years Experience	Men	Women
1	4	7
2	1	5
3	4	10
4	1	10
5 - 10	12	25
11 - 15	4	5
16 - 20	1	5
21 - 30	4	0
31 - 40	0	0
41 - 45	1	1

The result of the second year's program in number of books read was about a fifty percent increase.

Table seven shows the number of books read in each grade and the gain compared with the preceding year.

TABLE VII

Grade	Number Books Read	Gain
8	1170	375
7	1156	360
6	1368	396
5	1658	612
4	1629	549
3	1532	578
2	1725	676
1	2467	753

The total number of books read was 12,695, or a gain of 4,289 books.

The State Accrediting tests were given each semester. Each test showed gains in each grade. Table eight gives results for the first semester.

TABLE VIII

Grade	State Norm	County Norm
school	37	40
8	42	45
7	44	42
6	42	42
5	28	34

The seventh grade only gave a score below the state norm.

By referring to table seven it will be seen that the seventh grade record the least gain in number of books read, also that the fifth grade which showed the highest gains on the test score made the greatest gains in number of books read.

Results of the second semester tests are recorded in table nine.

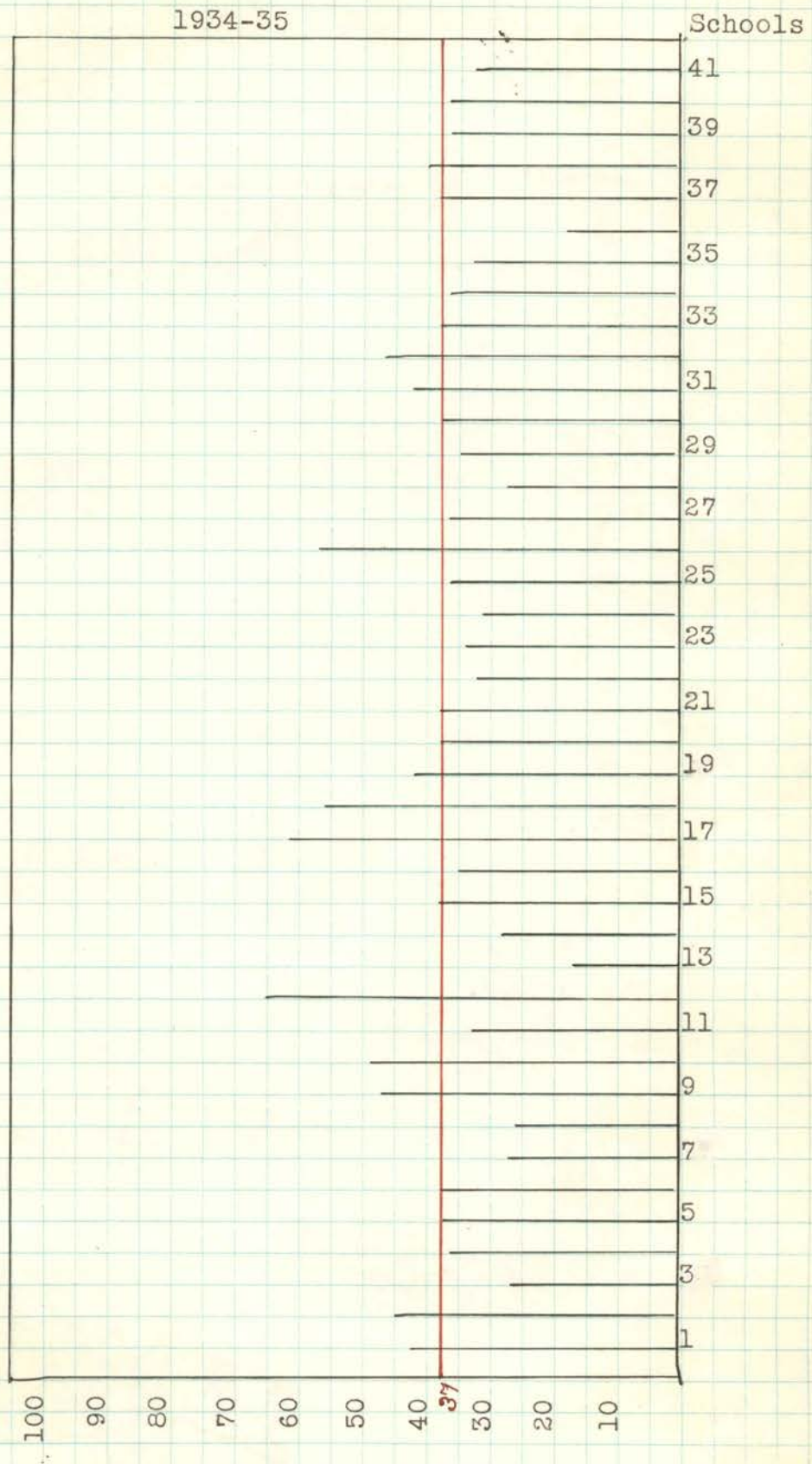
TABLE IX

Grade	State Norm	County Norm
school	37	39
8	44	46
7	40	41
6	35	35
5	31	34

The most satisfactory results yet obtained. All grades equal to or above the state norm.

The salary schedule was not so satisfactory, being a gain of only \$37.37 for the men and \$44.58 for the women. This gain must have been principally in the lower brackets, as table four showed 18 teachers getting an annual salary of less than \$500.00. Whereas table ten shows only two teachers getting less than \$500.00.

The red line represents the state norm. Bars represent individual school's averages. First semester.



The red line represents the state norm.
 Bars represent individual school's averages.
 Second semester.

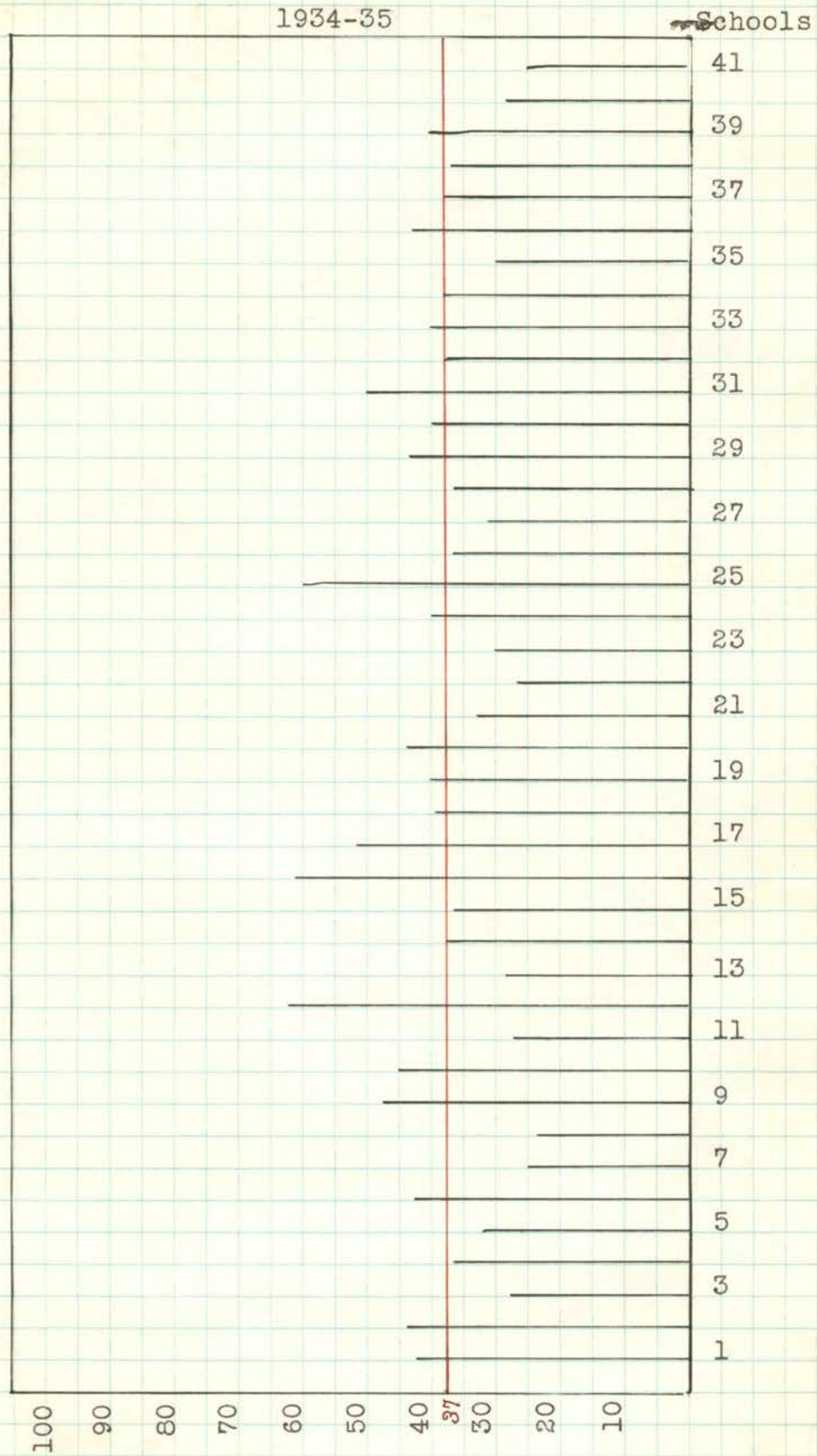


TABLE X

Salaries	Men	Women
\$ 300 - 399	0	0
400 - 499	1	1
500 - 599	3	14
600 - 699	12	21
700 - 799	8	25
800 - 899	4	6
900 - 999	4	4
1000 - or more	6	0

In table eleven is given the number of college hours of the teachers employed this period.

TABLE XI

College Hours	Men	Women
none	2	1
8 - 31	2	2
32 - 47	7	4
48 - 63	5	9
64 - 79	8	29
80 - 95	4	13
96 - or more	3	5
Degree	7	8

Table twelve shows the number of years experience of teachers employed this period.

TABLE XII

Years Experience	Men	Women
1	6	10
2	3	2
3	2	7
4	3	7
5 - 10	12	33
11 - 15	5	10
16 - 20	1	2
21 - 30	4	0
31 - 40	2	0
40 - or more	0	0

PART THREE

1935-36

The plans for this year called for a continuation of all previous plans with many additions. First, and with most emphasis, was a definite, systematic, and continued drive for more and better reading in all grades.

It was definite in that each teacher was asked to set a goal for her classes in number of books to read. There is no record where any teacher failed to reach the goal she set for herself. Quoting from one report;¹

"My pupils in the first grade have read a total of seventeen books. I did this by using the three sets of our own, the six sets in the office and exchanging with neighboring schools. I believe any teacher could do as much if she would try."

It was systematic because plans were made to help teachers achieve their goal. All bulletins were made with the idea of making a definite contribution to the reading program.

It was continued because at each visit the teachers were anxious to tell of their achievements and to suggest other plans. Some made charts listing each child's name the following it with the names of books read. These charts were placed on the bulletin board in the home school.

1. Personal Report, Mrs. Mabel Bacon

Group conferences were held with the assistance of the State Rural School Supervisor. At these meetings demonstration lessons were given and in most instances these demonstrations were in reading. At the close of the meeting a round table discussion was held. Sometimes a model score card was used as the basis of a discussion on teaching procedure.

A party of twenty teachers went to the Indian Boarding School at Eufaula. They went with two main purposes in mind. First, to get an understanding of the Indian children's school life to better understand them when they come to the rural school from such boarding schools. Second, to observe the unit method of teaching employed there.

Supervisory bulletins were issued during the year. Some of the articles that they contained were original but many were taken from books and periodicals by authorities in their field. In the appendix is a sample page from each bulletin.

Teachers were invited to bring any project made by the students to school and leave on display in the office for a short while.

When teachers met in the office, it was arranged, many times, so that an inexperienced teacher might talk with one of experience. This exchange of ideas seemed to be enjoyed by each and was especially beneficial to the less experienced teachers.

BOOKS READ DURING THIS PERIOD BY GRADES

TABLE XV

Grade	Number of Books
8	2985
7	2327
6	3286
5	3256
4	2976
3	3584
2	4508
1	6050

Total books read by all grades, 28,972.

Two tests were given this year. Results are shown by the following tables:

FIRST SEMESTER

TABLE XVI

Grades	State Norm	County Norm
School	40	40
8	44	43
7	42	38
6	41	45
5	27	34

SECOND SEMESTER

TABLE XVII

Grades	State Norm	County Norm
School	39	40
8	37	40
7	37	38
6	41	42
5	37	38

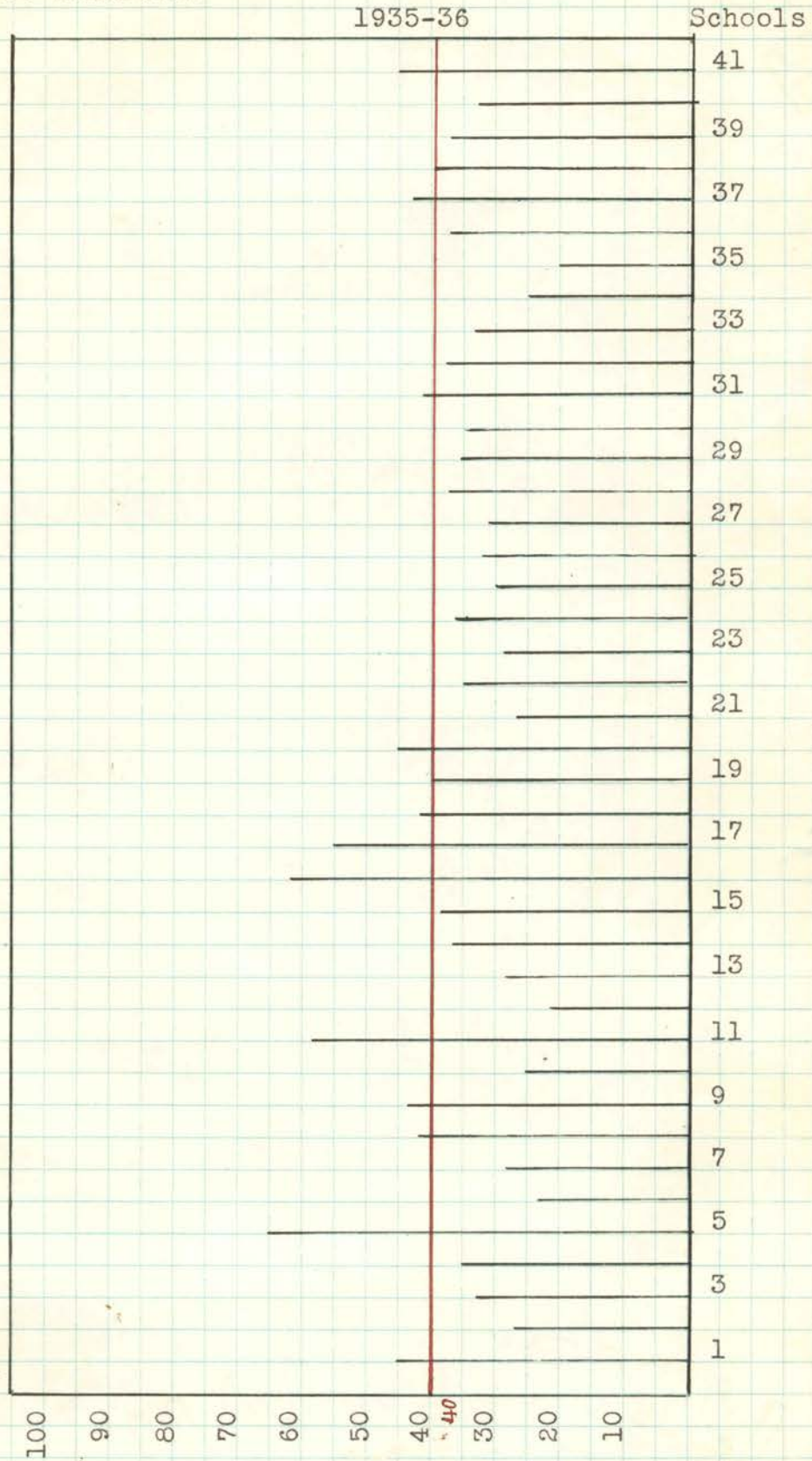
This last and final test shows each grade a norm above that established by the state, and a norm for all grades one point above. Whereas the first test showed each grade below that established by the state and a norm for all grades four points below that of the state.

The following table will show the salary range for this year:

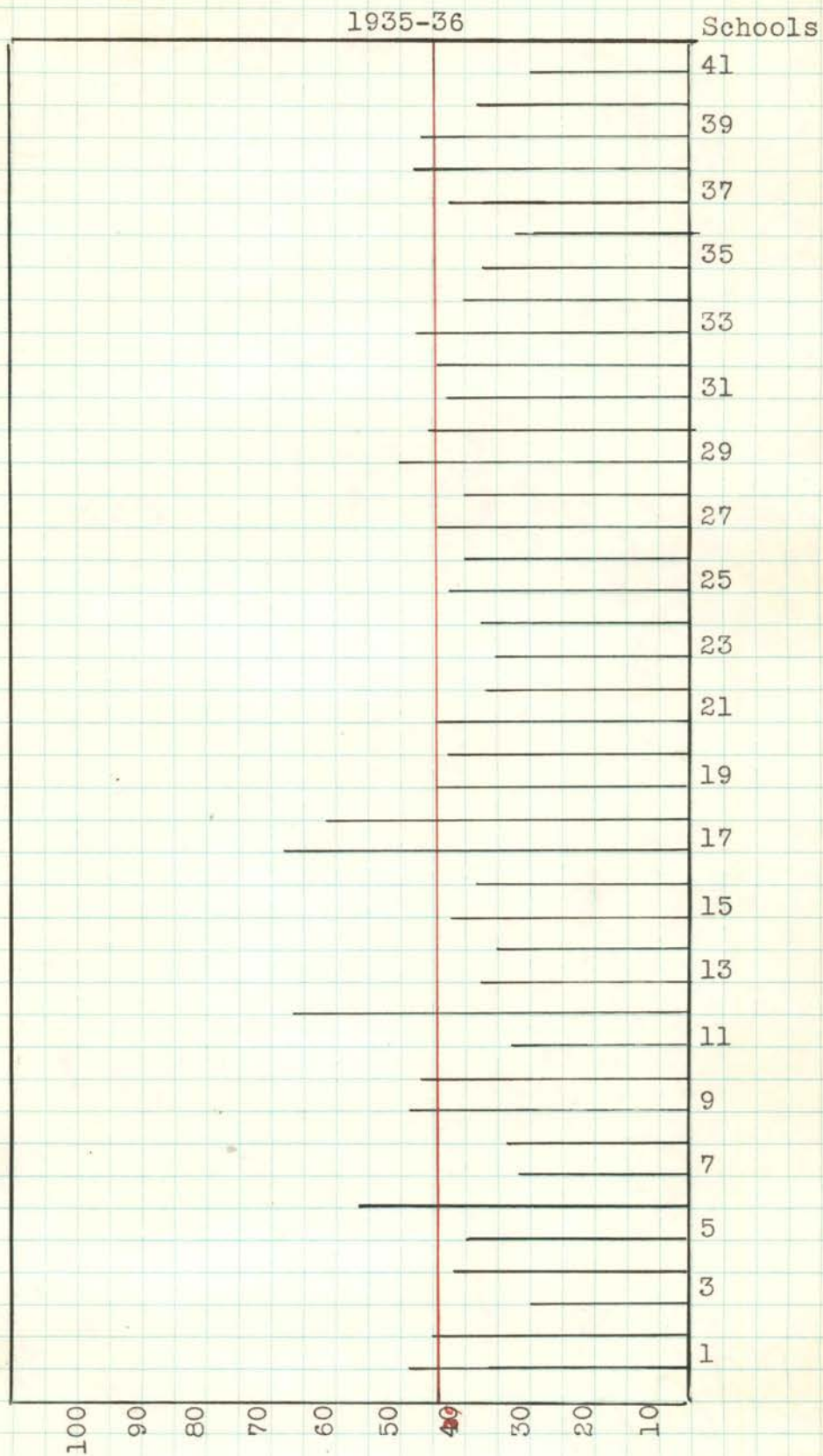
TABLE XVIII

Annual Salary	Men	Women
\$ 300 - 399	0	0
400 - 499	0	0
500 - 599	0	0
600 - 699	9	20
700 - 799	5	24
800 - 899	9	12
900 - 999	4	6
1000 - 1420	8	0

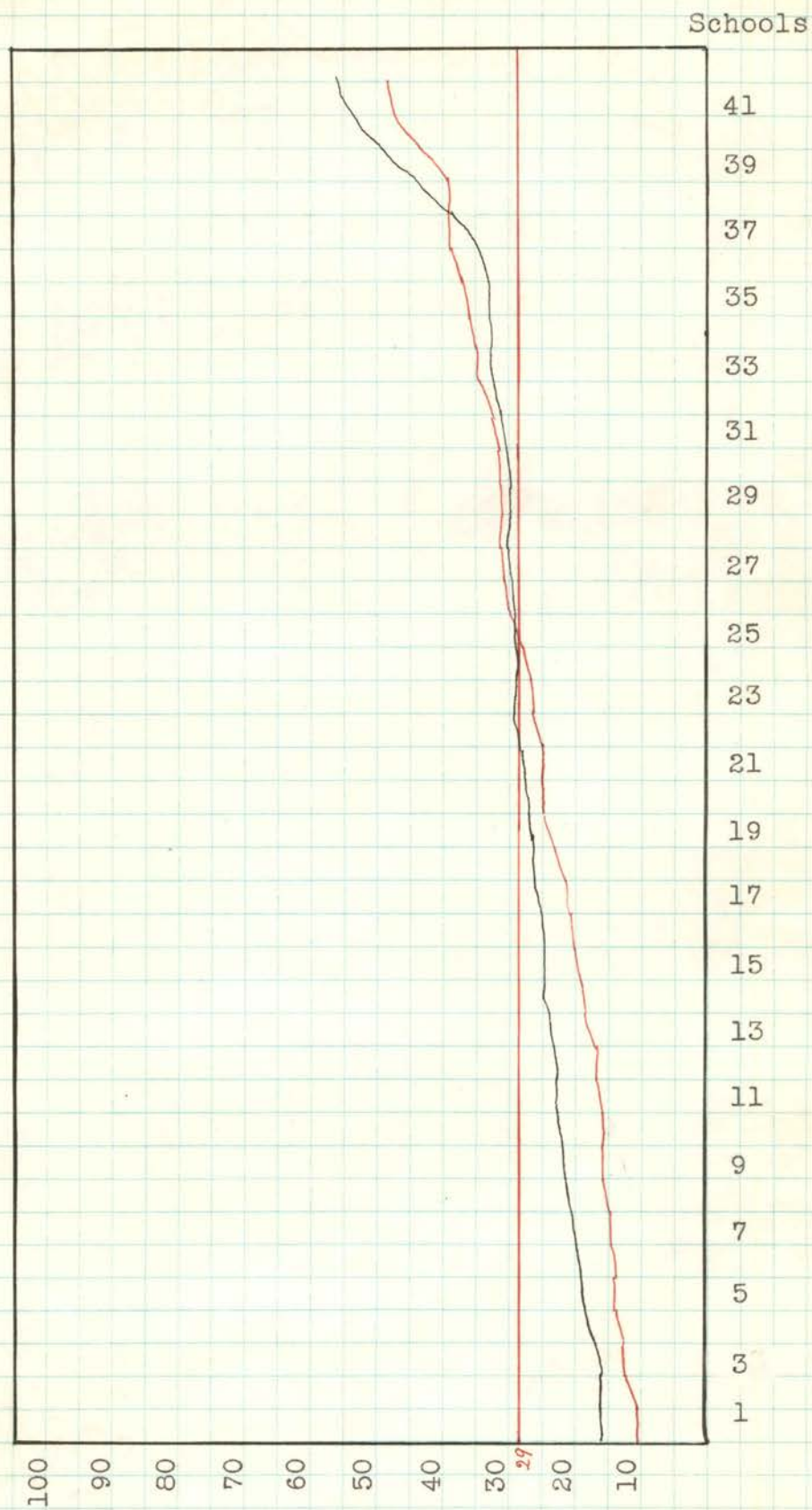
The red line represents the state norm.
 Bars represent individual school's averages.
 First semester.



The red line represents the state norm.
 Bars represent individual school's averages.
 Second semester.



Graph of gains in scholastic achievement.



This chart shows final results of the testing program. The straight line represents the state norm. The red curve represents the schools at the beginning of this experiment. The black curve represents them at the end. The difference between these two lines is the gain. It is satisfactory, because the most gains are in the lower brackets where needed most.

The salary schedule set by the state aid regulation was more nearly followed than in the three preceding years.

The average salary for men being \$835.40, compared to \$738.81 paid at the beginning of this study, or a gain of \$96.59.

The average salary for women being \$734.29, compared to \$618.23, or a gain of \$116.06.

No teacher was employed who had no college hours. No man was employed who had less than one year of college work and only one woman. The table following shows the distribution.

TABLE XIX

Number College Hours	Men	Women
None	0	0
8-31	0	1
32-47	3	1
48-63	6	16
64-79	11	21
80-95	4	14
96-or more	5	3

Average number of hours for men was 82. For the

women 79. For the men a loss of 6 hours average and a gain of 10 hours average for the women.

The years experience is shown below.

TABLE XX

Number Years Experience	Men	Women
1	3	10
2	7	8
3	3	7
4	3	5
5 - 10	9	25
11 - 15	2	8
16 - 20	2	3
21 - 30	6	1
31 - or more	0	0

This table shows that the older teachers were dropping out and that the peak years of experience are between 5 and 10. That more women than men are entering the profession, that the women drop out sooner than the men.

SUMMARY

The gains in each grade comparing the first test with the last show a definite improvement in academic work. These gains vary in each grade. Table XIX shows individual results.

TABLE XIX

Grade	Points Gained
School	5
8	6
7	3
6	2
5	3

The gain in number of books read was more satisfactory than any of the other phases. These results, by grades, follow:

TABLE XX

Grade	Gain
8	2190
7	1537
6	2314
5	2210
4	1896
3	2630
2	3459
1	4336

The following terse statements give the finding in this study:

1. Average increase in salary for men, \$96.59.
2. Average increase in salary for women, \$116.06.
3. Total gain in books read, 20,566.
4. Increase in average norm for the county, five points.

CONCLUSIONS

Results of the various records kept show some improvement but not as much as would seem reasonable to expect. This was probably caused by the large number of schools to be supervised, and the distance they were apart.

If meager supervision, such as this attempt, should show a real benefit, adequate supervision would prove a real economy in that the taxpayers would receive much more for their money expended, than they do at the present time.

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APPENDIX

STRATHMORE PARCHMENT

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FROM THE FIRST SIX WEEKS BULLETIN

Things Needed In The Primary Room²

Minimum essentials---printing outfit, scissors, paste, crayolas, yard stick to be used as marker, news print or wrapping paper, pictures cut from magazines, word cards and phrase cards to match pre-primers.

Individual markers should be of heavy paper, five or six inches long and one inch wide. Insist on their use with primers for beginners. A yard stick, which the child should hold with both hands, makes the best line marker for the chart on blackboard.

The following are convenient sizes for cards:

Phrase cards 3" by 12"

Word cards 3" by 7"

Sentence strips 3" by 18"

It is not the amount of equipment that counts but the usability of it.

THE USE OF FLASH CARDS

Flash cards have two general purposes. The first and most important is to develop physical and mental alertness. The second purpose is to make the pupil acquainted with certain symbols through drill exercises.

2. Oklahoma State Course of Study.

In holding cards for flash card drills the teacher should see that she holds the card straight, holds it steady and holds it so that all the children can see.

Only words, phrases and sentences that the children know should be flashed.

MAKING A PICTURE DICTIONARY³

Select material with which the child is familiar.

Cut pictures of these objects from magazines or draw or cut free hand.

Print and write names under the picture.

Select pictures and words that correlate with the vocabulary of the primer used.

Examples for picture dictionary:

Family-mother, father, baby, boy, girl,
grandfather, grandmother.

House and furniture-chair, table, bed,
rug, cupboard, stairs, door,
window.

Pets - dog, cat, pony, rabbit, goat, bird.

Animals - cow, horse, sheep, squirrel, pig,
bear, elephant, tiger, wolf, fox,
lion, monkey.

Colors - red, blue, yellow.

Fruits - orange, apple, cherry, pear.

GENERAL PREPARATION FOR READING

The pre-primer period is for building up a general readiness for reading, that is to have children sense that reading is a necessary and interesting part of their activities.

Attitude, not number of words recognized, is the main goal.

3. Oklahoma State Course of Study. 1934.

FROM THE SECOND SIX WEEKS BULLETIN

List of Books a Child of Sixteen Should Have Read⁴

Aesop's Fables	Alcott, L. N.
Little Men	Alcott, L. N.
Little Women	Aldrich, T. B.
Story of a Bad Boy	Anderson, Hans
Fairy Tales	
Arabian Nights	
Master Skylark	Bennett, John
Joan of Arc	Boutet de Monvel
Alice in Wonderland	Carroll, Lewis
Adventures of Odysseus	Colum, F. P.
Robison Crusoe	Defoe, Daniel
Hans Brinker	Dodge, M. H.
Grimm's Fairy Tales	
Uncle Remus	Harris, J. C.
Tanglewood Tales	Hawthorne, N.
Water Babies	Kingsley, Charles
Captain Courageous	Kipling, Rudyard
Jungle Book	Kipling, Rudyard
Just So Stories	Kipling, Rudyard
Adventures of Nils	Lagerlof, Selma
Dr. Doollittle	Lofting, Hugh
Boy's King Arthur	Malory, Sir T.
Little Lame Prince	Mulock, D. C.
Boy's Life of Lincoln	Nicoley, Helen
Dog of Flanders	Ouida (De La Ramee)
Oregon Trail	Parkman, Francis
Men of Iron	Pyle, Howard
Merry Adventures of Robin Hood	Pyle, Howard
Ivanhoe	Scott, Sir W.
Heida	Spyri, Johanna
Child's Garden of Verses	Stevenson, R. L.
Treasure Island	Stevenson, R. L.
Gulliver's Travels	Swift, Jonathan
Huckleberry Finn	Twain, Mark
Prince and the Pauper	Twain, Mark
Tom Sawyer	Twain, Mark
Rebecca	Wiggin, K. D.
Swiss Family Robinson	Wyss, J. D.

4. Prepared by the Bureau of Education----
Washington, D. C.

FROM THE THIRD SIX WEEKS BULLETIN

Selection of a Story⁵

In selecting a story to tell let us apply these tests: Is the effect of the story helpful? Does it strengthen the imagination? Does it teach a right principle of action? Does it inspire a love for the beautiful and true? Does it inspire reverence for the Creator and appreciation for the works of His hand? Does it exemplify sane and happy living? Does it teach neighborly kindness? Will its telling make the child better and happier? If the story calls for an affirmative answer to any of these questions, if, in other words, its teaching is simple, pure, and true, then it is by all means worthy of telling.

The following list should contain some help for every teacher:

PERIODICALS

Boy's Life	2 Park Avenue, New York, N.Y.
The American Boy	F. A. Owens Pub. Co., Dannsville, N.Y.
The American Girl	F. A. Owens Pub. Co., Dannsville, N.Y.
Child Life	Rand McNally & Co.

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Just Stories	Annie Klingensmith
Really Truly Fairy Tales	Alpha Banta Benson

5. The Art of Story Telling -- Julia Darrow Cowles

Children's Stories and How To Tell Them	Woutrian A. Bone
For The Children's Hour	Caroline S. Bailey
How to Tell Stories to Children	Sara Cone Bryant
Stories to Tell to Children	Sara Cone Bryant
Stories The Iroquois Tell Their Children	Mable Power
Story Lady's Book	G. Faulkner
Alice in Wonderland	L. Carrol
East O' the Sun and West O' the Moon	Kay Nielson
Legends of the Middle Ages	H. A. Guerber
Uncle Remus, His Songs and His Sayings	Harris
Wigwam Stories	M. C. Judd
Dr. Doolittle	A. Lofting
Rootabago Stories	Carl Sandburg
Under the Rowan Tree	A. F. Brown
Old Mother West Wind	T. W. Burgess
An American Book of Golden Deeds	James Baldwin

FROM THE FOURTH SIX WEEKS BULLETIN

Rate of Reading

The following table gives the number of words per minute that is commonly accepted as average in oral and silent reading of material appropriate to the grade. They portray average and not ideal performances. At least half the pupils in a grade should do as well or better than these "norms".

AVERAGE RATES FOR ORAL AND SILENT READING⁶

TABLE XIII

	Words per minute							
	First of grade	Middle of grade	End of grade	First of grade	Middle of grade	End of grade	Middle of grade	
	2	2	2	3	3	3	4	
Oral Reading	52	62	68	70	75	80	85	
Silent Reading	70	90	110	120	140	160	180	

6. Stone -- Silent Reading.

FROM THE FIFTH SIX WEEKS BULLETIN

Description of a First Grade Room⁷

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Perhaps a description of a first-grade room in the second month of school will give us an idea of the goal toward which a first-grade teacher may work. She may not be able to reproduce all the ideas described either as to physical condition or as to curricular attainment, but some she will be able to put into effect. This first-grade room is large and sunny. The walls are tinted a soft brown, the curtains are a cheerful blue, and there are window boxes filled with ferns and flowering plants. On a ledge is a bowl of goldfish. The tables are low, and around each are placed four small chairs. On the wall are mounted pictures of children's activities; a little girl in a swing, a boy with his dog, and a small child kneeling at the edge of a pond. A picture mounted on a tag board shows a child starting to school. Beneath the picture is printed "Jack is going to school." A framed picture shows an Indian near his fire, and another, a scene in a Dutch harbor. At the back of the room and extending across the major portion of the wall is a cupboard with individual spaces where each child deposits his belongings. On this cupboard is a portable phonograph with a chart hanging above it entitled "Music We Like Best." Near this are an easel and a box of paints bearing the printed sign "Come and Paint."

7. Author - unknown.

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 STILLWATER OKLA

Against the wall are a toy table and chairs with dolls seated at the table, toy dishes are in a cupboard cabinet above an improvised cupboard made from a wooden box, children playing house. Spread out on one table are bogus paper and manila paper in two sizes, large and small. The manila paper is for drawing, and the bogus paper for construction. Attractive books for children are to be found on another table, with the chairs arranged in an informal and inviting fashion. Some of the books observed are "The Three Little Pigs," "Peter Rabbit", "Mother Goose", "The Here and Now Story Book", "For Days and Days", and "A Child's Garden Verses". There are numerous printed signs in the room. On one door is placed a placard bearing the direction "In", and on another reads "We go to Assembly today". Perhaps the most outstanding features are the various printed charts hanging here and there on the walls. Some are more or less permanent, such as the calendar at the front of the room or the chart entitled "Things We May Do". Along one blackboard are hung seven or eight charts. The first one lists the room duties and the names of the children performing them. There was an incentive to watch this first chart very carefully because the teacher told the children that names might be changed any day. Other charts contained Mother Goose rhymes, another was about crayolas, and several concerned activities in which the group participated.

In the back of the room is a store made by the group and called "The University Market". It is large enough to permit of actual buying and selling by the children.

A visitor entering this room would no doubt say to herself, "Here is a room belonging to children and really used by children. The teacher is a guide and helper rather than a commander." Certainly such a room provides varied and interesting experiences for the pupils. Without a background of experiences, reading is meaningless. The equipment and organization of such a room tends to promote the acquiring of experiences. Such experiences lead to alert attitude and to questioning, and so stimulate a desire to read. With a background of experiences and a desire to read, the child is led naturally and easily into the process of reading.

FROM THE SIXTH SIX WEEKS BULLETIN

Minimum Essentials for Promotion from Grade to Grade

by

Superintendent and Teachers of Stillwater City Schools

FIRST to SECOND

READING -

Read 40 words per minute with not more than 10% inaccuracy
in Elson Basic Reader.

PHONICS -

Know initial sounds and common blends and endings.

ARITHMETIC -

Write through 100 by dictation.

Count, read, and write through 50 by 2s

Count, read, and write through 50 by 5s

Two form recognition through 10

Writing of words or the numbers 0 through 5

Understanding of 0 value

Use the terms stressed in this grade

PENMANSHIP -

Write legibly

SECOND to THIRD

READING -

Know all initial consonant sounds, and such as sh, ch, th, bl, dr, oy, oi, ng

Recognize simple rhyming words.

Know common endings as: ame, ing, ang, ong, ight, ine, ate, ish

Read 50 words per minute with not more than 10% inaccuracy in a standard second reader.

Read and follow simple directions in silent reading.

Read not less than three second readers, two which are adopted texts.

ARITHMETIC -

Read and write numbers to 100

Have automatic control of all addition and subtraction facts that involve all one digit numbers.

SPELLING -

Spell purely phonetic words of not more than four letters.

NOTE: Children should not be held back on failure in spelling alone.

LANGUAGE -

Reproduce a simple story.

Use period and question marks correctly.

Write simple sentences.

PARCHMENT

U.S.A.

TYPIST

A. L. Wright
515 Hester St.

STRATHMORE PARCHMENT

100% MADE U.S.A.