A PLAN OF SUPERVISION FOR A SMALL PUBLIC SCHOOL SYSTEM

A PLAN OF SUPERVISION FOR A SMALL PUBLIC SCHOOL SYSTEM

By

BOB ROSS NICHOLS

Master of Science

Oklahoma Agricultural and Mechanical College

Stillwater, Oklahoma

1935

Submitted to the Department of Educational Administration

Oklahoma Agricultural and Mechanical College

In Partial Fulfillment of the Requirements

for the Degree of

DOCTOR OF EDUCATION

1948

APPROVED BY:

Guy A. Lackey
Chairman, Thesis Committee

J. M. P. Chaundy
Member of the Committee

N. Conger
Head of the Department

D. G. McIntosh
Dean of the Graduate School

LIST OF TABLES

TABLE OF CONTENTS

TABLE OF CONTENTS

Preface

The problem of supervision has been one of much concern to the writer in his administrative program in Oklahoma schools. It has been his desire for a long time to develop a plan of supervision for the small school system. However, such a program presented a three-fold problem which necessitated serious study on the following points: What should a supervisory program be? How should it be organized in a small school system? How could such a program be carried out with limited facilities and funds? Nevertheless, this study was undertaken. It is one school's approach to the problem. It has satisfied a definite need in the school in which it was developed.

The writer found that a newer approach to supervision could be instituted, democratically, within an existing program and that the teachers and administrators could build such a program cooperatively. He further determined that, while such a program moved slowly, it moved steadily and harmoniously toward its established goals.

The writer wishes to express his sincere appreciation to all those who helped with this study; especially, to Mr. Guy Lackey, Dr. N. Cenger, and Dr. D. C. McIntosh, of the Oklahoma Agricultural and Mechanical College, to Dr. T. D. Rice, now of New York University, and to Dr. Wilson Little, now of the University of California, for their guidance, encouragement and inspiration. He also wishes to express his thanks to those members of the Bristow faculty, administrators and teachers, who worked cooperatively to develop and evaluate this program. Without the loyalty and dependability of these persons, the study could not have been completed.

CHAPTER I

THE DEVELOPMENT OF THE PROBLEM

1. Introduction

Supervision is by no means a new problem in education. While educational leaders, in general, are agreed that supervision is essential in the educative process, they are not wholly agreed on a definition of supervision, nor on what constitutes a good program of supervision. For many years administration and supervision were considered a unit. "Only with the rise of the graduate schools of education has there been any effort to treat supervision as a professional study in itself."[1]

There have been, in the history of American education, many kinds of supervision. Supervision began almost as soon as the earliest colonial schools were established. It was primarily inspection and was conducted by laymen and school committees. In the nineteenth century the office of superintendent of schools was created and supervision passed into his hands. This marked the passing of the supervisory program from control by laymen to control by educators themselves. As the work of the superintendent became more complex, it became necessary to delegate some of the supervisory function to others, and thus "supervisors", usually created from the ranks of successful teachers, became a part of the educational program. The third step in the history of supervision came when the graduate schools began to develop special courses to give adequate preparation to those desiring positions as supervisors. Thus the supervisor took on the status of specialist. At present, supervision is in a fourth stage of development wherein supervisors

---

[1] J. Cayce Morrison and others, Current Problems of Supervisors, Third Yearbook of the Department of Supervisors and Directors of Instruction of the National Education Association, p. 3.

themselves are attempting to evaluate their own work and to improve their services.

Through all its successive stages, supervision has broadened and gradually changed from mere inspection to a definite program in educational leadership for the improvement of the entire educative process. Supervision today has its roots in the philosophy of the school and its flowering in the products of the school.

It is becoming participatory and co-operative; it is becoming democratic; it is becoming increasingly oriented toward the fundamental aims of education and of society. No longer is it criticism or rating; no longer is it coercive.[2]

Yet, despite the general acceptance of supervision as a part of the total educational program, much confusion still exists. What is supervision? Who shall supervise? What type of person shall a supervisor be? What are the duties and functions of a supervisor? What does a supervisor do? What should a supervisor do? How should a supervisor be trained? What is the supervisor's status? How may the supervisor's work be evaluated? What is the supervisor's relation to the rest of the staff? —to the students? What should be the attitude of the supervisor toward his work? What are the aims of supervision? How do teachers re-act to supervision? What are the best methods of supervision? Many educators are seeking the answers to these and other related questions.

2. The Need for Supervision

Out of the confusion which surrounds the program in supervision sometimes arises the question, "Is there a need for supervision in the schools

---

[2] A. S. Barr, William H. Burton, and Leo J. Brueckner, Supervision, p. 6.

of today?" Many criticisms of supervision reflect narrow temperamental views.

> The chief criticisms derived from the serious judgments of fair-minded teachers and from objective analyses may be summarized as:
>
> 1. Supervision costs too much.
> 2. Supervision is undemocratic. It destroys the individuality of the teacher, represses his initiative, inhibits him emotionally, and otherwise interferes with his self-reliance and self-expression.
> 3. Supervision lacks basic principles that are objective, valid, and reliable; it lacks adequate criteria for self-evaluation.
> 4. Supervision lacks a staff of adequate training and personality.
> 5. Supervision lacks a planned program.[3]

The first criticism is really a question of financial ability and policy for each local administration rather than a criticism of supervision as such. The second criticism is not inherent in supervision but is fundamentally a criticism of those who are supervisors and who have not yet seen the newer aspects of a changing philosophy of supervision. The third criticism is admittedly true, but is not irremedial. All professions have passed through experimental or "finding" stages from which they emerged, as supervision is now emerging, with a core of sound, definite, basic principles. The fourth criticism can only be met by local authorities who can choose professionally-minded people who will accept supervision's challenge to growth and development. The fifth criticism is being met by on-going programs of professional activities derived co-operatively from the needs of a given situation and democratically carried out through participation of the whole staff.[4]

Education today is in a transitional state. Educators are not concerned primarily with minor modification of existing systems, but rather with challenging current notions of educational values. The public, too, is

---

[3] Barr, Burton, and Brueckner, op. cit., p. 35.

[4] Ibid., pp. 35-36.

demanding change in the educational program. William Van Til says:

> Again the race between education and catastrophe is on...We of the schools must enter the struggle in full realization that education has in past contests been a consistent loser...We know our educational efforts to be one of the major factors operating in a society which strives desperately to achieve human control over its technology...We cannot afford schools which placidly instruct the young for cultured living in a horse and buggy society...The modern schools must come closer to grips with reality...[5]

> The youth of today lives in a world of conflict - conflict of war and peace; conflict of power and income; conflicts of technological advance; conflicts arising out of nationalism and imperialism. Then there is the ever-increasing concentration of economic power in the hands of the relatively few and a trend toward centralization in government. There is the steady movement toward collective action in society. The whole world is uneasy. Thus the young people of the postwar American school will have problems, concerns, and tensions somewhat different from their predecessors among school generations.[6]

Only a philosopher-teacher can visualize such changing goals and create the most effective educational environment. He must constantly examine his goals and discard those which are no longer essential and retain those which are basic. He must constantly re-define his philosophy in the light of changing conditions. He must see a whole program and the inter-relation of the many facts and many individuals. Teachers and administrators alike are often too involved in the detail of their daily activities to assume this additional task. This, then, becomes the unique function of the supervisor, counselor, director, or co-ordinator.

> Both classroom teachers and administrators are ready to move into a new era of living. They are ready and able to assume responsibilities and to share them. Both groups, however, are weighted down with the intricacies of their daily work...But there is an educational leader who works shoulder to shoulder with both the administrator and the classroom teacher. He is the supervisor. The supervisor is a frontier thinker and a philosopher...He is a dreamer and a man of

---

[5] William Van Til, "Exploring Educational Frontiers," Leadership through Supervision, pp. 1-3.

[6] Ibid., pp. 7-8.

action...He is dynamic, creative, responsible, flexible and adaptable, social, and sincere...He is the link between school and community... He rises to the demands of society...[7]

The supervisor and curriculum worker occupy key positions in the struggle to bring school instruction to bear upon the significant social and individual problems of today. They are the persons to whom teachers look for foresight. They know intimately the day-by-day workings of classroom life, yet they are in a position to take a broad view of education. They are not so closely harnessed to the financial problems and community pressures as is the superintendent. They are not so closely bound to any one group of students as is the teacher.[8]

Supervision, a greatly extended supervision, is essential simply because in the organization of America's educational force it has a unique part to play. It is a role which would still be essential if every teacher in every school were already a truly superior person; only, then, it could bring its work to a tremendously increased fruition. It is a role which can be taken only by trained, professional men and women standing just outside the classrooms; men and women who deal non-administratively in warm, human relationships with many teachers. Their greatest task is to serve those teachers - and in serving them, to upbuild the schools - by helping them to see clearly themselves, the profession and the society in which they work, by removing every block, and by opening the way to achievement of every teacher's greatest hopes and aspirations.[9]

This, then, is the unique role of supervision.

Barr states that supervision, on a functional basis, is a necessary, integral part of any general educational program and of any specific school system because:

1. Supervision as an expert service on the consultancy basis is an accepted principle in all difficult and complex human understandings in any line of endeavor.

2. Education, particularly, is a complex and intricate process; furthermore, it is carried on in minute divisions, classrooms, scattered through a community and over the nation. The great extension of educational opportunity particularly on the secondary level increases the demand for technical assistance.

---

[7] Marguerite Ransberger, "Supervision in the American Scene," Leadership through Supervision, pp. 17-26.

[8] Van Til, op. cit., pp. 3-4.

[9] Fred T. Wilhems, "Tomorrow's Assignment," Leadership through Supervision, pp. 1-3.

Supervision in the sense of leadership will contribute to unity (not uniformity) of purpose and co-ordination of effort.

3. The academic and professional training of all levels of professional workers, despite excellent progress, is still absurdly low. Supervision will contribute to the growth of all.

4. The teaching load, particularly in the high school, is so diverse, so heavy, and so unrelated to the teacher's previous preparation, that technical assistance is necessary.

5. Education is developing so rapidly that educational workers in general could not possibly keep abreast of current developments. Supervisory services will bring to all analyses and discussions of research findings, new departures, creative suggestions.

6. Leadership and creative contribution may be found everywhere, it is increasingly realized. Supervisory leadership aids in discovering leadership and creative ability and in arranging opportunities for its expression.[10]

Many teachers themselves are as confused by the changing society with which they are surrounded as are the pupils with whom they work. Teachers today are demanding more freedom. They are perplexed by changing social values. They are eager to know social trends. They are realizing a need to know the actual and potential interests of children. They are questioning old values. They are asking for a share in educational planning. They are realizing a greater responsibility for sharing the best thinking and the most promising ways of working. They are looking for democratic, constructive leadership.

3. The Need for the Study

Bristow, Oklahoma, is a relatively small town of approximately six thousand. Its resources are agriculture and oil. Its majority school system occupies six buildings, has an enrollment of approximately fifteen hundred, and employs fifty-two teachers. For years it has held an enviable reputation

---

[10] Barr, Burton, and Brueckner, op. cit., pp. 36-37.

as a good school system with accredited rating by the North Central Association.

However, during the period from 1941 until the present, in common with many other school systems throughout the country, Bristow has been confronted with the problem, not only of maintaining its high standard of excellence, but of improving its educational program in the face of rapidly changing teaching personnel, constant pupil turn-over, shortages of instructional materials and supplies, inadequate transportation facilities, and other war and post-war conditions.

From 1941 through May 1943, the supervision program was in the hands of each administrative division principals: senior high school, junior high school, and elementary school. During the school year, 1943-1944, the administrative heads of each building assumed supervisory responsibility. During the year 1944-1945, supervision reverted to the previous program. But, results were not wholly satisfying to the administration, the supervisors, nor to the teachers. During the school year 1944-1945, there was a total of twenty-seven changes in the teaching personnel of the system. Prior to 1941, every teacher in the majority school held at least a bachelor's degree, while forty per cent held master's degrees. In 1944-1945, there were at the end of the year forty-two teachers with bachelor's degrees and twenty teachers with master's degrees, showing that the teaching staff, as a whole, was less well prepared for teaching than in 1941. Furthermore, there were fourteen vacancies in view for the year 1945-1946. The average length of tenure had fallen from nearly ten years to six years. Fewer teachers were attending summer schools. Teachers were serving for the emergency rather than for careers.

War conditions had withdrawn many pupils as the youth of the community went into the armed forces or into defense work. Many families were transient as a result of both military service and war-time industry. Demands were being made for courses of more immediate use in military and defense areas. There had been no definite, systematic course revision after 1939-1940. Many individual adaptations had been made, but these were primarily expedient and individualized rather than a part of an educational whole.

The many changes within the system, the pressure of war-time emotional strain and tension, and the external problems of economic security, capital and labor, technological advance, governmental control, urbanism, and conflicting idealogies resulted in a feeling of need, in Bristow, for some more definitely planned programs of leadership through supervision. Therefore, in the summer of 1945, a comprehensive study of the research and related literature in the field was undertaken; and, based on this, a definite program for improved supervision was proposed.

4. The Problem

Statement of the problem.--The problem involved in this study was to propose, put into effect, and evaluate a program in improved supervision for the Bristow, Oklahoma, public schools.

Definition of terms.--By "Bristow Public Schools" is meant the majority (white) school system.

The term "supervision" means that part of the school program whereby the knowledge and influence of the administration reach through the entire school organization and vitalize the work of the teachers in the school. It involves all aspects of the total educational program which affect the learner, the learning situation, and the instructional program. It is educational leadership and guidance.

Purpose of the study.—The purpose of the study is to improve the educational system of the Bristow Schools through a program of educational supervision which will:

1. Secure unity of educational effort through:
   (a) A better general understanding of the educational philosophy of the schools
   (b) A better general understanding of the educational aims of the school
   (c) Improvement of curriculum, materials and methods of teaching and learning
   (d) Improvement of morale
   (e) Development of unified educational and administrative policies and better understanding of these policies
2. Improve teacher efficiency by:
   (a) Better teacher adjustment and attitudes
   (b) Prevention of teacher or pupil failure
   (c) Helping teachers to recognize, analyze, and solve their own problems
   (d) Helping teachers use better methods based on sound educational principles
   (e) Helping teachers keep abreast of educational progress through reading, study, and experimentation
3. Improve the pupil learning situation by:
   (a) Improvement of learning experiences
   (b) Development of independent, rational thinking
   (c) Growth of worthwhile habits for the use of leisure time
   (d) Better use of available source materials for learning
   (e) Better understanding of the inter-relationships of the various phases of the total educational program
4. Improve the total educational program by evaluating present programs and practices in the light of the expressed philosophy and aims of the Bristow schools, and modifying these programs and practices according to the findings of this survey and analysis.

5. Methodology of the Study

The program began with a survey of literature related to the problem of supervision. This was the basis for the revised program in supervision undertaken in Bristow in September, 1945.

The second step in the program involved the setting up of an organization to lead the program. This was done during the summer of 1945.

In September of that year, formal work in the new program began with a re-survey of a previously stated philosophy of education in the Bristow schools. This was followed by a consideration of aims for the Bristow schools.

The next step was to survey the attitudes of the teachers toward supervision and to determine what services the teachers wished from the supervisor. Based on these expressed wishes, a definite program, providing supervisory services in all requested areas, was planned.

Next, a survey was made to determine what problems the teachers of Bristow felt they faced. This was followed by an in-service study program in which teachers themselves tried to solve some of their own problems.

Based on an expressed need of the teachers, a program in curriculum revision was undertaken which provided for special improvement in social studies and science. Indirectly, curriculum revision also proceeded in mathematics, English, and many other areas of the school curriculum.

After a two-year period during which the program was in operation, an evaluation of the program was made. This was done by comparing Bristow practices with the Bristow philosophy and aims of education. This was followed by a comparison of the program with the opinions of authorities in educational supervision as expressed in their writings. Following this, the teachers of Bristow evaluated the progress of the program in the light

of their reactions to it. The administration then followed a similar procedure in evaluating the program. The program was next considered in the light of the supervisor's expressed aims. From these various evaluations the conclusions and recommendations were drawn.

6. Summary

This chapter has attempted to show the changing concept of supervision from the time of its inception as lay inspection in colonial times to the modern conception of supervision as professional educational leadership. It has discussed the basic need for supervision in the educational program. This chapter has also attempted to show the need for a changed program of supervision in Bristow because of confused and conflicting local conditions. It has stated the problem and the purpose of the study. It has shown the method of the study. It has recognized that any plan, set up in advance, could be but tentative, and that its form would be subject to constant evaluation in the light of the particular situation in Bristow as it developed democratically from the working group. It has recognized the fact that the program, as proposed, carried on, and evaluated, was strictly a local one and not a part of any county, state, or national program. It has further recognized the fact that many general handicaps to effective supervision, such as those listed by Taggert, would play a part in the Bristow program:

1. Qualified people are hard to find
2. Funds aren't always available
3. Theory and practice may be at odds
4. There is some confusion concerning supervisory duties
5. Some supervisors fail to see their jobs realistically
6. Human relationships create problems.[11]

---

[11] Lelia Ann Taggert, "Analyzing Our Problems," Leadership through Supervision, pp. 34-41.

Nevertheless, this study is one school's attempt to plan, put into action, and evaluate a modern program of supervision, democratically conceived and democratically conducted.

CHAPTER II

RESEARCH AND RELATED LITERATURE

Any sound program of educational change should take into consideration the writings of authorities in the field. What have authorities said concerning educational aims and philosophy? What have they stated as the principles and objectives of a supervisory program? How should such a program be organized? This chapter will attempt to summarize some of the writings of these authorities in the various areas pertaining to supervision.

1. Educational Aims

What are the educational aims or objectives of today's schools? There have been many attempts to express the aims of the modern school.

Barr states that there are many different kinds of aims, such as:

1. Stated or inferred
2. Long range or immediate
3. Concrete or abstract
4. General or specific
5. Individual or group
6. Day-to-day
7. Large unit or activity
8. Grade
9. Maturity level
10. Subject
11. Areas of experience
12. Over-all school
13. Broad-social
14. Course of study
15. On-the-spot teaching[1]

In addition to classifying aims according to types, several authorities have attempted to state the general and specific aims of education. One of the most recent and widely discussed statements of the goals of education is found in "Planning for American Youth."

---

[1] Barr, Burton and Brueckner, op. cit., p. 149.

In order to set the goals for the education of youth...the school should seek to satisfy the following ten "Imperative Needs of Youth."

1. All youth need to develop saleable skills and those understandings and attitudes that make the worker an intelligent and productive participant in economic life. To this end, most youth need supervised work experience as well as education in the skills and knowledges of their occupations.
2. All youth need to develop and maintain good health and physical fitness.
3. All youth need to understand the rights and duties of the citizen of a democratic society, and to be diligent and competent in the performance of their obligations as members of the community and citizens of the state and nation.
4. All youth need to understand the significance of the family for the individual and society and the conditions conducive to successful family life.
5. All youth need to know how to purchase and use goods and services intelligently, understanding both the values received by the consumer and the economic consequences of their acts.
6. All youth need to understand the methods of science, the influence of science on human life, and the main scientific facts concerning the nature of the world and of man.
7. All youth need opportunities to develop their capacities to appreciate beauty in literature, art, music, and nature.
8. All youth need to be able to use their leisure time well and to budget it wisely, balancing activities that yield satisfactions to the individual with those that are socially useful.
9. All youth need to develop respect for other persons, to grow in their insight into ethical values and principles, and to be able to live and work co-operatively with others.
10. All youth need to grow in their ability to think rationally, to express their thoughts clearly, and to read and listen with understanding.[2]

Although their statements of educational aims vary from those stated in "Planning for American Youth," the aims given by Gist,[3] Kyte,[4] Van Til,[5]

---

[2]National Association of Secondary School Principals, Planning for American Youth, p. 43.

[3]Arthur S. Gis, The Administration of Supervision, p. 80.

[4]G. C. Kyte, How to Supervise, p. 43.

[5]Van Til, op. cit., pp. 15-16.

Giles-McCutcheon-Zechiel,[6] the Educational Policies Commission,[7] the Commission on the Relation of School and College of the Progressive Education Association,[8] and the Commission of Secondary School Curriculum,[9] are in essential agreement with them.

From this survey of the aims of modern education, the conclusion may be drawn that current aims of education tend to stress the whole of the educational products of the schools rather than the strictly vocational skills and academic knowledges stressed by the early American schools. They are, in general, broad, social aims.

2. The Principles of Supervision

Supervision is only one phase of the total educational program. It has its beginning in the educational philosophy of the school and must contribute to the educational aims. It must, therefore, be based onsscund principles which are in accord with the philosophy and aims. There have been many statements of the principles of supervision, but that of Briggs, while very general, is probably the most comprehensive. He states:

> The basic principle of supervision is that it is systematic and continuous effort to encourage and direct such self-activated growth that the teacher is increasingly more effective in contributing to the achievement of the recognized objectives of education with the pupils under his responsibility.[10]

---

[6] H. H. Giles, S. P. McCutcheon, and A. N. Zechiel, Exploring the Curriculum, p. 140.

[7] Alexander J. Stoddard and others, The Purpose of Education in American Democracy, pp. 47,53,72,108.

[8] Eugene R. Smith and others, Appraising and Recording Student Progress, p. 18.

[9] "Seven Objectives of Education," Journal of the National Education Association, XXIII (March, 1934), 88.

[10] Thomas H. Briggs, Improving Instruction, p. 132.

The statements of principles by Kyte,[11] Morrison,[12] Rankin,[13] and Barr[14] are more detailed but are in basic agreement with Brigg's statement.

From the sampling of the principles of supervision, the conclusion may be drawn that modern supervision is democratic; it is creative; it is philosophic; it is planned; it is scientific; it is evaluative with respect to itself.

3. The Objectives of the Supervisory Program

Educators are not wholly in accord about the objectives of supervision. Some visualize supervision narrowly; others view it as a program as wide in its field as education itself.

One of the most comprehensive statements of the aims of supervision is that of Barr who declares:

> Supervision today is an expert technical service primarily concerned with studying and bettering the conditions that surround learning. It proceeds through three major functions: studying the teaching-learning situation; improving the teaching-learning situation; and evaluating the means, methods, and outcomes of supervision. It shifts the emphasis from the narrow concept of improving the teacher in service to the wider one of all elements affecting the teaching learning situation. The improvement of the teacher is not so much a supervising function in which teachers participate as it is a teacher function in which the supervisor participates. It is a necessary, integral part of any general educational program and any specific school system.[15]

---

[11] Kyte, op. cit.

[12] Morrison, op. cit., pp. 8-9.

[13] Paul T. Rankin and others, Scientific Method in Supervisory Programs, Seventh Yearbook of the Department of Supervisors and Directors of Instruction, p. 59.

[14] Barr, Burton, and Brueckner, op. cit., pp. 56-63.

[15] Ibid., p. 20.

Gist,[16] Hillegas,[17] Kyte,[18] and Bolton,[19] give similar general statements.

Turning from these rather generalized statements of the aims of supervision to more detailed statements, a survey of the writings of Gist,[20] Briggs,[21] Taggart,[22] and Barr, Burton, and Brueckner,[23] will permit the following statement of the goals of supervision:

1. It must improve teacher techniques and efficiency
2. It must prevent teacher and pupil failure
3. It must provide for teacher growth
   a. Through acquaintance with professional literature
   b. Through cooperative planning
   c. Through acceptance of teacher ideas
   d. Through professional development
4. It must lead to
   a. Unity of educational purpose
   b. A program based on local needs
5. It must result in improved morale through
   a. Adjustment of teachers
   b. Attitudes of teachers
6. It must translate theory into practice
7. It must make materials available
8. It must lessen the gap between technology and educational practice
9. It must lead to democratic practices within the classroom and within the total educational program
10. It must apply educational leadership and guidance
11. It must improve learning
12. It must provide for pupil growth and development

---

[16] Gist, op. cit., p. 83.

[17] Milo B. Hillegas, The Elements of Classroom Supervision, p. 24.

[18] Kyte, op. cit., p. 45.

[19] Frederick Bolton, Thomas Cole, and John Jessup, The Beginning Superintendent, p. 335.

[20] Gist, op. cit., pp. 156-157.

[21] Briggs, op. cit., p. 140.

[22] Taggert, op. cit., pp. 28-30.

[23] Barr, Burton, and Brueckner, op. cit., pp. 64-65.

Thus it becomes apparent that the aims of supervision are fundamentally the aims of education and that supervision is a means to implement those aims.

4. Organization of a Supervisory Program

Multiple educational services within a system need administrative organization. Such an organization must be subsidiary to the function which it serves. Principles and objectives are more important than the machinery.[24]

There are two major types of organizations:

A. Organization Based upon Authority

1. Extrinsic-dualistic organization
   Supervision is supplementary, adventitious, extrinsic
2. Line-and-staff organization
   Authority descends along regularly defined "lines" from superintendent through various administrative officers to the teachers

B. Organization Based upon Democratic Principles and upon Recognition of the Chief Aims of the School

1. External organization
   a. Authority resides in the situation, in its demands and needs, and in its resources.
   b. Authority is derived by persons from the situation and is shared by all who participated in the situation.
   c. Personal or legalistic authority is replaced by responsibility for educational leadership.
   d. Educational leadership and responsibility are shared by all school officials from school board to teachers, and by pupils and community members.
   e. Leadership is exercised by securing the full participation of all concerned, not merely in carrying out a policy set up by the leader, but in the very formulation of that policy in the first place, in planning its execution, in carrying it out, and in evaluating it.
   f. The new concepts of authority and responsibility are made operable through group-determined rules, mechanisms, and procedures.

---

[24] Ibid., p. 71.

[25] Ibid., pp. 78-84.

g. Responsibilities and duties of all administrative and supervisory officers are shared with one another and with all members who of necessity perform duties which interrelate and overlap.
h. The democratic formulation of plans will allow widely for assumption of responsibility for getting things done, for exercising initiative, and self-evaluation.

2. Internal organization

a. Supervision should be organized so that the fullest participation of all concerned, administrators, supervisors, principals, teachers, any other educational workers, pupils, parents, other community members, is secured in all aspects of carrying on the educational program...
b. Supervisory organization must be flexible enough to adapt itself to the needs of each particular supervisory teaching-learning situation as it arises; must provide for continuity within this flexible adaptation and re-adaption...[26]

Any organization of a supervisory program should include provision for: (a) planning the program, (b) outlining the areas of supervision, (c) determining the characteristics of a good supervisor, and (d) evaluating the program.

Planning a supervisory program.--A program of supervision, to be effective, must express the combined judgment of teachers, supervisors, and administrators concerning the known and felt needs of the pupils and teachers. It must be flexible, based on fact, and must include provision for testing and evaluating.

Kilpatrick says that the plan for a supervisory program

1. Places the emphasis on personality, not subject matter.
2. Recognizes that learning is inherent in living.
3. Realizes that the child learns as a "whole" with constant concomitant or by-product learnings attendant upon every conscious act.
4. Recognizes that the continuous meeting of developing conscious needs is the best preparation for the future.
5. Provides for guidance for quality and degree of living.
6. Provides socially useful activities.[27]

---

[26] Ibid., pp. 89-90.

[27] William H. Kilpatrick, "Guiding Principles for a More Adequate Learning Process," The Educational Forum, Vol. IX, No. 3, pp. 261-269.

Barr says that planning is a fundamental principle of supervision. He further says that the principles of planning supervision are:

1. The supervisory program should be formulated cooperatively...
2. The supervisory program should be derived from the situation...
3. The supervisory program should be flexible...
4. The supervisory program should include provision for its own testing or evaluation...[28]

He lists the steps in planning as:

1. Evaluate the educational product at various stages of development.
2. Analyze the teaching-learning situation.
3. Note new departures which might be introduced into the local situation.
4. Select from the total picture through group discussion, a list of problems, difficulties, and needs. State these as objectives for the improvement program.
5. Develop a program of activities under supervisory leadership designed to improve underlying conditions and to bring about improvement in the product of learning.
6. Evaluate the effectiveness of the program in the light of accepted objectives, by reputable means of appraisal, to determine what improvement has been achieved.[29]

The areas of supervision.—Not only is a plan essential to a supervisory program, but such a plan must include provision for supervision in all the areas commonly accepted as fields of supervision. Ayers,[30] Gist,[31] Barr,[32]

---

[28] Barr, Burton, and Brueckner, op. cit., pp. 127-130.

[29] Ibid., p. 140.

[30] Fred C. Ayers, "The Principal and the Special Supervisor," April, 1928. Bulletin of the Department of Elementary School Principals.

[31] Gist, op. cit., p. 91.

[32] A. S. Barr, An Introduction to the Scientific Study of Classroom Supervision, p. 8.

Kyte,[33] Morrison,[34] Rankin,[35] Kilpatrick,[36] Booth,[37] and Taggart,[38] all give extended lists of the areas of supervision. From these lists a generalized statement may be made that supervision operates in the areas of:

1. Effecting unity of educational purpose through:
   a. Better understanding of educational aims.
   b. Better understanding of the philosophy upon which such aims are based.
   c. Improved co-ordination among the various agencies, divisions, and departments of the school.
2. Improving the pupil-learning situation through:
   a. Improved teacher efficiency
   b. Better study environment
   c. Better methods of learning
   d. More democratic classrooms
   e. Improved curriculum, co-operatively built and enriched through wider use of resources.
   f. Better use of time, equipment, materials and supplies.
   g. More democratic selection of instrumental material.
   h. More effective use of equipment, texts, materials, and supplies.
   i. Better use of tests and test results.
   j. Better understanding of principles of child nature, growth, and development.
3. Stimulating professional growth in service through:
   a. Visitation
   b. Group and individual conferences
   c. Workshops
   d. Teachers' meetings
   e. Bulletins
   f. Provision for wider, professional reading
   g. Making available research findings
   h. Demonstrations
   i. Adjustment of old and new teachers - personally, socially, and professionally

---

[33] Kyte, op. cit., p. 91.

[34] Morrison, op. cit., p. 11.

[35] Rankin, op. cit., p. 32.

[36] Kilpatrick, op. cit., pp. 261-269.

[37] Miriam Booth, "Helping the Beginning Teacher," Educational Administration and Supervision, XXXI (January, 1945), 53-60.

[38] Taggart, op. cit., pp. 62-64, 78, 90-91.

4. Promoting improved public relations between school and community.
5. Evaluating the supervisory program and procedure.

The characteristics of a good supervisor.—In carrying out a plan for supervision, much depends upon the personality of the supervisor. What kind of person should the supervisor be? Turning again to writers in the field, no total agreement will be found in the exact traits desired in the supervisor, but a general pattern may be seen. Detailed lists are found in the writings of Barr and Burton,[39] Barr,[40] Gist,[41] Simpson,[42] Ransbarger,[43] and others. From these lists the following general statements may be made:

The supervisor must be a person whose

1. personality is characterized by intelligent, scientific, and philosophic thinking which, through its receptivity to new ideas, approaches "frontier" thinking.
2. leadership is democratic, yet dynamic, resourceful, sincere, flexible, adaptable, and inspirational.
3. approach is creative itself and recognizes and uses creative ability in others.
4. attitude toward life is that of a well-rounded social being with understanding of and sympathy for human needs.
5. poise, tact, and sense of humor act as a balance wheel in human relationships.
6. personal appearance is tidy and attractive.
7. ability to speak in public is recognized.
8. breadth of interest, and understanding and acceptance of responsibility are marked.

In addition, the supervisor must have a sincere belief in his unique educational functions, clearly defined objectives and a definite program for reaching them, a knowledge of means of evaluation and a willingness to evaluate his own works, liberal professional experience, and the ability

---

[39] A. S. Barr and William H. Burton (editors), Visiting the Teacher at Work.

[40] Barr, op. cit., p. 15.

[41] Gist, op. cit., p. 95.

[42] Ray H. Simpson, "Teachers Offer Suggestions to Principals," Educational Administration and Supervision, Vol. XXX, No. 9, (December, 1944).

[43] Ransbarger, op. cit., pp. 18-19.

to do himself the things which he expects teachers to do. He must be a "master teacher" as well as an educational leader.

The evaluation of supervision.—Any educational program should stand upon its merits. Therefore, some provision should be made for evaluating the program in supervision to determine its success or failure. "Every person with leadership responsibility should be expected to furnish tangible evidence of the effectiveness of the improvement programs that he proposes and puts into operation." [44]

"To evaluate is to determine the adequacy of some constituent with reference to some inclusive whole or purpose...This evaluation may be either in terms of results or in terms of criteria relating to important antecedents."[45]

Among the criteria suggested by Reeder,[46] Barr,[47] Woody,[48] Powers,[49] and Falk,[50] are:

1. Have the criteria been well chosen and carefully weighted?
2. Have all significant variables been controlled?
3. Is the evaluation based on objective evidence or research on the problems involved?
4. Does the evaluation measure pupil growth and achievement?
5. Does the evaluation include direct appraisal of the activities of

---

[44] Barr, Burton, and Brueckner, op. cit., p. 753.

[45] Ibid., p. 755.

[46] Ward C. Reeder, The Fundamentals of Public School Administration, p. 168.

[47] Barr, Burton, and Brueckner, op. cit., p. 800.

[48] Clifford Woody and others, The Evaluation of Supervision, Fourth Yearbook of the Department of Supervisors and Directors of Instruction of the National Education Association, p. 139.

[49] Liverna L. Powers, "Criteria for Judging the Success of a School Program," The National Elementary Principal, Sixteenth Yearbook, Vol. XVI, No. 6, 1937.

[50] Philip H. Falk, "Formulating a Comprehensive Program for Evaluation for a School Year for the General Improvement of Instructional Service," Proceedings of the Ninth Annual Conference for Administrative Officers of Public and Private Schools, Vol. III, 1940.

the supervisory program?

6. Does it involve appraisal of the supervisory personnel?
7. Does it measure the professional growth of the staff?
8. Does the evaluation show that the program has had desirable and lasting effects?
9. Does it show that school practice reflects more accurately the accepted school philosophy?
10. Does the evaluation show that the supervision program is in accord with accepted principles of administration and management?
11. Does the evaluation show evidence of curriculum change and improvements?
12. Does the evaluation show that the program is flexible and economical?

From this survey of related literature, the trend toward evaluation of the school's program in the light of the principles on which it is based is evident. Less weight is being given to such purely objective data as teacher-rating scales, standard achievement tests, and other such traditional measures.

5. Summary

This chapter has summarized the writings of authorities with respect to educational aims, the principles of supervision, the objectives of supervision, and the organization and evaluation of a supervisory program. This summary of related literature forms the basis for the procedures of the Bristow program from 1945-1947.

CHAPTER III

THE TENTATIVE PLAN FOR SUPERVISION IN THE BRISTOW SCHOOLS

1. The Organization of the Bristow Schools

The Bristow, Oklahoma, schools enroll approximately 1500 pupils. The faculty is composed of fifty-two teachers. There are seven in the administrative group. The schools are organized on a six-three-four basis. For the purpose of this study, however, the junior college was omitted and the organization was, for all practical purposes, a six-three-three plan. There are a superintendent, a senior high school principal, a junior high school principal, and an administrative principal in charge of all elementary grades. In addition, each grade building is in charge of an assistant administrative principal who is also a full-time teacher. The seventh member of the administrative group was a general supervisor or co-ordinator who was called "Director of Instruction." This supervisor carried a part-time teaching load in addition to the advisory work of the supervision office. Although this situation was far from ideal, it was considered expedient to operate, in so far as possible, within the existing organization, adding only the supervisor, for the program as proposed was definitely experimental and modification of the organization was expected as the experiment proceeded.

There was also a "policies committee" composed of elected representatives from the various levels and buildings, the superintendent, principals, and co-ordinator. The organization was based on the assumption that the superintendent was, in the last analysis, responsible for the general direction and co-ordination of the entire program, and that the building principals were directly responsible to the superintendent for the welfare and progress of the schools under their control. The co-ordinator was directly responsible to the superintendent but was to work with and through

the principals of the respective buildings. The teachers, although guided and aided by the supervisor, were directly responsible to their respective principals. The policies committee was to serve as a liason agent and a clearing house for faculty-administration problems and issues. Figure 1 attempts to show the relationships existing between the various parts of the organization.

Fig. 1.—The organization of the Bristow schools, September, 1945

2. The Philosophy of the Bristow Schools

Any program of instruction or improvement of instruction must be in accord with the underlying philosophy of the organization in which it is to function. Therefore, before proceeding with the program of supervision, a review of the philosophy of the Bristow schools was essential. During the school year 1940-1941, a survey of the philosophy of the teachers then in the Bristow schools had been made, using a modified form of the "B" blank of the Co-operative Study of Secondary School Standards.[1] From this survey, the following conclusions were drawn:

---

[1] Co-operative Study of Secondary School Standards, Philosophy and Objectives, 1940.

The teachers of Bristow believe that:

1. Education is growth through experience.
2. The curriculum should be experiences with subject matter to illuminate, interpret, and enlarge.
3. Individual differences should be provided for after careful study of the individuals.
4. The pupils should have some part in planning the curriculum.
5. The school plant should be used by staff and pupils as an active agency to promote educational values.
6. The library should serve leisure and recreational needs as well as study needs.
7. The classroom should be a place where pupils are actively participating in activities which provide consciously for the emotional aspects of experience as well as for the intellectual and motor aspects.
8. Learning is promoted most effectively by participating in activities which provide consciously for the emotional aspects of experience as well as for the intellectual and motor aspects.
9. Pupils should be taught to recognize what is worth thinking about as well as how to think.
10. The daily program should be flexible and planned for larger areas of learning.
11. The guidance program should help each pupil to achieve his own maximum achievement emotionally, socially, and academically.
12. Classification of pupils should be based on general maturity and adjustment should be possible at any time when the welfare of the pupil seems to demand it.[2]

A summary of this statement of beliefs shows that the teachers of the Bristow schools, in 1941, tended definitely toward modern experimental naturalism, at least in theory. From the findings of the survey, the philosophy of the Bristow teachers was stated as:

> It is the duty of the school to provide an educational program in which the individual child is helped to attain his maximum potentialities physically, mentally, emotionally, and socially through vital learning experiences. It should make him an independent thinker, able to adjust to life as he finds it because of his participation and growth in social living in the school.[3]

---

[2] Ida Townsend Smith, Prevention of Retardation in Elementary School, pp. 96-107. Unpublished Field Study, Colorado State College of Education, Greeley, Colorado, 1941.

[3] Ibid., p. 114.

"As a teacher thinketh, so is he." Differences in philosophy explain different attitudes toward subject matter. They explain why some teachers have trouble with discipline while others live in peace and harmony with their pupils. These differences explain why some teachers teach subjects and why others teach children. They explain why some teachers are satisfied to teach in schools that "cram" for examinations, while others, to be happy, must teach in schools that are concerned with life and living in the present world.

The statement of underlying beliefs or philosophy was discussed by the policies committee in the fall of 1945 before the program in supervision was put into effect. It was then discussed in the various buildings with members of the policies committee leading the discussions. The 1945-1946 faculty accepted this statement of beliefs and the summary statement. They further refined the summary statement of philosophy at that time as:

> Education is for all people, for all of life; it is education that gives just consideration to the individual child, is social in its approach; it is education that deals with socially significant materials; it is education that leads to further education.

This, then, was the accepted philosophy of the teachers in the Bristow schools in September, 1945, when the experiment in supervision was started.

3. The Aims and Objectives of the Bristow Schools

Every part of the school program should be in accord with the philosophy and aims of that school. A survey of the educational aims of the Bristow schools was therefore essential before any modification of the supervision program could function. The policies committee, therefore, studied the literature on modern educational aims as summarized in Chapter I. They accepted the statement in "Planning for American Youth" as a satisfactory

statement of aims for the Bristow schools.[4] These aims were then discussed, under the leadership of the members of the policies committee, in the various buildings and were accepted by consensus of opinion as a desirable statement of the aims of the Bristow schools in 1945.

4. The Areas of Supervision in the Bristow Schools

In order to plan a program of supervision for the Bristow schools, information was needed as to what the unique areas of supervision in these schools should be. To determine these areas, a survey sheet was prepared and presented to the various divisions of the faculty. (Appendix A.) This sheet attempted to find out what the teachers of Bristow wanted from a program in supervision, and how they felt about supervisors and supervision in general. The responses to this check sheet were summarized and certain conclusions were drawn. The high school and junior high school responses were summarized as one by the high school principal, at at that particular time no junior high school principal was available. The grade school summary was done by the administrative principal in charge of the grade schools. The final summary was prepared by the director of instruction. These summaries were then reviewed by the policies committee and a tentative program of supervision was begun.

The summary of the junior and senior high school sheets showed:

1. Classroom visitation was to be done at the supervisor's discretion. Visits were to be infrequent and of longer duration rather than frequent and cursory. Suggestions for observation included: curriculum problems, pupil evaluation, supervised study techniques, instructor lecturing, discipline, classroom management, guidance activities, and testing of thinking and attitudes. In general, the teachers indicated that they wanted the supervisor to

---

[4] National Association of Secondary School Principals, op. cit., p. 43.

be passive and inactive during visits. They asked for suggestions following visits and suggested that these be made in the teacher's own room to insure privacy and informality.

2. Most instructors wanted to be responsible for planning their own units and programs of instruction. They did ask for help and advice in fitting their programs into the total school picture.

3. With respect to professional reading, the expressed opinion was evenly divided between general reading lists and help with reading lists in specific areas.

4. High school teachers did not want demonstration teaching. The unwritten but commonly expressed opinion was that they were specialists, and a general supervisor could not assist them in their special areas.

5. With respect to teachers' meeting, the consensus of opinion indicated teacher-supervisor-administration jointly planned meetings. Each meeting should be devoted to a special problem such as: promotion, attendance, grades, new methods of instruction, new texts and materials, class interest, class preparation, and in-service professional growth.

6. In the testing program, the opinion was almost unanimous that more study and interpretation should be given test results, and that there should be more "follow-up" work done with reference to testing results.

7. The services of the supervisor as a personal counselor were not needed.

8. There should be no rating of teachers and no rating of the supervisor.

9. Supervision meant "a democratic assisting program of co-ordination of educational activities."

The summary of the elementary teachers' sheets showed:

1. Supervisor's visits should be infrequent, longer, and announced in advance. Visits should be followed by conferences in the teacher's own room. The supervisor should take no notes when visiting, but might or might not take part in the lesson at his or her discrimination. Criticism, based on observation, should be constructive. Only one-half of the elementary teachers felt that they had problems which fell in the area of supervision. They asked that the supervisor, when visiting, look for problems of classroom management, use of materials, and provisions for individual instruction. Less frequently mentioned were problems of presentation of material, unit plans, activity programs, discipline, and pupil interest.

2. Sixteen of the twenty-four grade teachers stated that they wished help in the preparation of units, while six wished to be wholly responsible for their own unit planning.

3. Professional reading lists and suggestions on general problems rather than on specifics were a felt need.

4. Demonstrations by the supervisor were requested by eighteen, but not one single response asked for teacher demonstrations.

5. Joint planning was suggested for teachers' meetings, although six suggested that the supervisor do all the planning. Some suggested topics were spelling, reading, unit plans, grading, helping slow learners, and classroom management.

6. Almost unanimously, teachers wanted to see test results and wanted interpretation and follow-up work.

7. Fifteen of these teachers asked that the supervisor serve as a personal counselor.

8. There should be no rating of teachers and no rating of the supervisors.

9. Supervision was defined as "understanding, helpful guidance in the job of doing better teaching."

From these summaries of expressed opinions of the faculty, certain conclusions were drawn:

1. There was apparent agreement between the elementary and junior-senior high school teachers that supervisor's visits should be at longer intervals and that such visits should be of longer duration rather than more cursory inspection. There was little, if any, agreement as to what the supervisor should observe when visiting. There was unanimity of opinion that notes should not be taken. There was general agreement that, unless asked, the supervisor should not take part in the lesson in progress. There was general agreement that visits should be followed by conferences in the teacher's own room, at which time constructive criticism should be given.

2. Grade teachers were more desirous of help in planning their work than were high school teachers. In general, the spervisor was to assist, rather than to direct. The major responsibility should be the teacher's.

3. Grade teachers wanted "general help" in a suggested reading program, while opinion in high school was about evenly divided between general and specific help.

4. Grade teachers wanted supervisor demonstration; high school teachers did not.

5. Both groups wanted joint planning of teachers' meetings, but suggestions for these meetings showed no central tendency.

6. Both groups wanted test results made available, interpreted, and used for follow-up programs.

7. Grade teachers wanted personal counseling; high school teachers did not ask for it.

8. There was unanimous agreement that rating both of teachers and supervisors should not be a part of the program.

9. Supervision in the grade school meant guidance; in the high school, co-ordination.

While these results were being studied by the policies committee, a similar sheet (Appendix B) was presented to the administrative group with the following results:

The administration believed:

1. Visits should be short, frequent, and relatively cursory, with longer, more detailed visits at less frequent intervals. Visits should be both announced and unannounced. A regular schedule of visits should be set up and followed. There should also be additional visits at the request of the teachers or the discretion of the supervisor. Visits should be followed by written reports to the administration and conferences with the teacher. In visits, the supervisor was to look for such things as: use of materials, organization and management of classrooms, lesson preparation, teaching techniques, teacher-pupil relationships, use of resources, and general learning atmosphere. The visitor was to have no part in the lesson in progress. No "don'ts" were listed.

2. The units of instruction should be jointly planned by the teachers and the supervisors.

3. With respect to professional reading, the supervisor should prepare both general and specific reading lists as needed. The supervisor should also prepare precise summaries, and bulletins on specific problems. There was no objection to teacher help and assistance in these areas.

4. The supervisor should not set up rules for classroom management. This should be left to the teacher concerned within certain general policies

jointly arrived at. Suggestions by the supervisor with respect to classroom management should be given in conferences as the need arose.

5. Demonstration teaching should be done in the teacher's own class, either at her request or at the discretion of the supervisor. Such demonstrations should usually be prepared in advance rather than done on the spur of the moment. Teachers should also be asked to demonstrate for each other.

6. Teachers' meetings should be jointly planned by teachers-supervisors-administration. No topics were listed.

7. The supervisor should plan the testing program and results should be made available, interpreted, and followed up.

8. The supervisor's responsibility for individual teacher adjustment was limited to reporting problems of maladjustment observed to the proper administrative head.

In studying the results of these surveys, no apparent basic disharmony appeared between the administrative and teaching groups, although there were minor differences with respect to procedures and techniques. However, there was not total agreement. A program which would meet all the needs of each individual concerned was impossible; therefore, the problems were grouped into broad areas which would include most of the general problems and which would be in accord with the general programs of supervision as outlined in Chapter I of this study. These areas were labeled:

1. Effecting unity of educational purpose and policies
2. Improving teacher efficiency
3. Improving the pupil learning situation
4. Providing in-service training for teachers
5. Improving the curriculum

5. The Objectives of the Supervisory Program in the Bristow Schools

The objectives of the supervisory program of the Bristow schools were determined by a careful study, by the supervisor, of those items which the teachers of Bristow and the administration had said were the items with which they needed help. They were the following:

1. To help the teachers through observation, conferences, and directed reading with problems of classroom organization and management so that the pupil-learning situation might be improved.

2. To serve as a resource person in helping teachers to secure materials, equipment, and instructional supplies for the enrichment of their teaching programs.

3. To encourage initiative and creative activity on the part of teachers and students so that the curriculum and teaching procedures might be more nearly in accord with the expressed aims of education in Bristow.

4. To help teachers grow professionally by providing for study groups and wide professional reading.

5. To help teachers become more efficient through their increased professional growth and participation in the whole school program; through better instructional planning and procedures; and through improved curriculum.

6. To encourage teachers to make wider and more intelligent use of community resources.

7. To encourage teachers to use the supervisor as a resource person and the curriculum office as a resource area.

8. To help teachers and administration come to a closer unity with respect to educational philosophy, aims, and policies.

9. To build a more socialized, democratic organization for the whole educational program of the Bristow schools.

6. Summary

This chapter has surveyed conditions in the Bristow schools in September, 1945, when the changed program of supervision was undertaken. It has discussed the organization of the schools at that time. It has presented the statement of philosophy accepted by the faculty as the philosophy of the Bristow schools. This statement was a generalized statement tending toward modern experimental naturalism. It has stated the aims of education which were adopted by the faculty. It has listed the areas of supervision for the Bristow system as determined by a survey of the teachers' expressed needs for, and attitudes toward, supervision. It has listed the aims of the supervisory program based on these expressed needs and attitudes. This summary of conditions at Bristow at the time the new program was to be instituted represents the second step in the solution of the problem of providing an improved program of supervision for the schools of that community.

CHAPTER IV

THE PROGRAM IN ACTION

I. The Program in 1945-1946

A. The Preliminary Stages of the Program

The program in improved supervision was begun in September, 1945, as discussed in Chapter III. In its earliest stages a re-statement of the philosophy and aims of the Bristow schools was made through a co-operative study of a previously stated philosophy for Bristow and of published objectives of the modern school as discussed in the preceding chapter. The statements of philosophy and aims were arrived at co-operatively by administration, policies committee, and faculty. While these statements were recognized as verbalisms, they were accepted as a basis for beginning work on the program. The areas of supervision and the aims of the supervisory program were also determined co-operatively. This work, while not definitely a part of the study, nevertheless was a ground-work for the program, as put into operation, for it represented the conditions under which the work was undertaken.

Next, the administration considered the five areas of supervision suggested by the teacher survey discussed in Chapter III. Recognizing the fact that no one program could, in any one year, meet all these needs, but rather that a long-time program spread over several years was essential, these five areas were further refined into three. These were:

1. Providing in-service education for teachers
2. Improving teacher efficiency
3. Curriculum revision

The remaining two, effecting unity of educational purpose and improving the pupil-learning situation, were to be considered as concomitant learnings accompanying the three areas selected for direct improvement. As the work

in the three major areas proceeded, observation would also be directed toward the two accompanying areas.

B. Providing In-Service Education for Teachers

According to Dean Joyal, of the University of Oklahoma,

1. This program must be based on a democratic approach
2. There is no single device which will work
3. There are 5 favorable conditions or criteria for such a program:
   a. The job on which the group is working must seem important and appropriate to that group
   b. The individuals concerned must be able to make a positive contribution to the group
   c. The program must provide for working conditions where the leader and participants are equal and co-operating
   d. The program should be flexible and adaptable
   e. There should be opportunity to convert the ideas of these studies into action
4. The resources for such a program are found
   a. Within the school
   b. Without the school - especially through the colleges
      1) Direction of courses
      2) Lecturers
      3) Materials[1]

The Teacher Education Workshop at George Peabody College suggests the following as characteristics of excellent education of teachers in service:

1. Ultimately it must contribute to the growth and development of boys and girls and to the quality of living in the community.
2. It emerges from the needs of the total school.
3. It is based on long-term plans with broadly defined goals.
4. It is a democratic enterprise.
5. It is realistic and practical.
6. It maintains balance.
7. It contributes to well-rounded scholarship, to professional competence, and to the social understanding of all teachers in service.
8. It develops in teachers an awareness of the values of resources and their responsibility with respect to resources education.
9. It co-ordinates the efforts of many individuals and agencies.
10. It discovers and develops leaders.

---

[1] A. E. Joyal, "The Essentials of an In-Service Education Program for Teachers." Address before the Department of Supervisors and Directors of Curriculum, Oklahoma Education Association, Oklahoma City, Oklahoma, February, 1945.

11. It discovers, develops, and uses teachers with special talents.
12. It promotes professional advancement.
13. It works toward the security of teachers.
14. It is continuous and provides for continuous evaluation in the light of its purposes.[2]

With respect to the in-service program of teacher education, the final report by the Commission on Teacher Education states

> One of the most striking developments in teacher education in the years lying immediately ahead is likely to be a rapid increase in attention to its in-service aspects...leaders in curriculum revision have come to believe firmly that the planning for modifications must be shared by the teachers whose task it will be to carry them out... The function of the superintendent has come to be regarded in a new light...The supervisor is becoming a resource person who respects individual teaching differences and who sees the use of group methods as the best technique to be employed in his work...Principals and superintendents are becoming sensitive to the role personnel relations play in making a good school system and are rising to the challenge of an opportunity to become educational leaders in a new sense. All of these trends point to the expansion of the system-centered program designed to improve educational services to boys and girls and at the same time help the teachers grow in competence...
>
> Tasks growing out of teaching situations provide the starting point for such an in-service program. The teacher's personal and professional concerns become the focus of attention...Democratic group methods provide the procedures to be employed...[3]

The first step in the program of in-service education for the teachers in Bristow, based on a study of the principles considered in the foregoing quotations, was to determine what problems the teachers of Bristow wished to study. Therefore, a survey sheet (Appendix C) was prepared by the administrative group and presented to the various divisions of the faculty

---

[2]John E. Brewton and others, In-Service Education of Elementary Teachers, pp. 1-25.

[3]Commission on Teacher Education, The Improvement of Teacher Education, pp. 269-270.

by the principals of each division of the school. The results of this survey are shown in Table 1 and show a wide diversity of interests. While recognizing the fact that any problem which the teacher considers important is an important problem, as far as that teacher is concerned, the supervisor, the policies committee, and the administration felt that the problems considered for group study should be those deemed important by more faculty members, and that those listed by only one or two teachers should be left for individual work. Therefore, provision was made for organizing study groups to study the twelve problems listed most frequently. These were, in order of frequency of mention:

1. Pupil failures
2. Grading policies
3. Outside preparation
4. The activity program
5. Attendance
6. Resources use
7. Make-up work
8. Pupil interest
9. Teacher-pupil-administration relationships
10. Horizontal articulation
11. New teachers
12. Supervised study

The next step, having isolated the problems in which the teachers had expressed interest, was to organize study committees in such a way that each teacher would have a personal interest in the problem on which he or she was working. In order to do this, the problems were listed and provision was made for each teacher to check the problems in which he was most

TABLE 1

PROBLEMS FOR GROUP STUDY AS SUGGESTED BY BRISTOW, OKLAHOMA, FACULTY MEMBERS, SEPTEMBER, 1945

Problem (1)	Frequency of Mention		
	Total (2)	Elementary (3)	High School (4)
1. Pupil Failure	13	9	4
2. Grading	10	6	4
3. Outside Preparation	10	7	3
4. Activity Program	10	4	6
5. Attendance	9	6	3
6. Use of Available Materials and Facilities	8	8	0
7. Make-up Work	7	6	1
8. Pupil Interest	6	5	1
9. Teacher-Pupil-Administration Relationships	6	6	0
10. Horizontal Articulation	4	4	0
11. New Teachers	2	0	2
12. Supervised Study	2	0	2
13. Pupil-Instructor Conferences	1	0	1
14. Library Usage	1	0	1
15. Homeroom Programs	1	0	1
16. Individual Needs	1	0	1
17. Rural Youth Problems	1	0	1
18. Platoon Organization	1	1	0
19. Art as Enrichment	1	1	0
Total	94	63	31

interested or dis-interested. (Appendix D.) Provision was also made for ranking preferences in one, two, three order. The results of this survey are shown in Table 2. This shows very clearly that interest in problems one, eight, two, and four was much higher than in any other problems. Problems seven, nine, and ten were of primary concern to no one. Interest, in terms of studying the problem, was not in terms of the frequency of original mention. This shows that many teachers were not conscious of all their problems, but that they did recognize an interest in the problem when it was mentioned by others. At this stage, problem ten was dropped from consideration, as only two people expressed an interest in working on it, and these two indicated it as third choice.

In the light of this survey, it was obviously impossible to assign all teachers to study committees for problems of their first interest; therefore, many teachers were assigned to problems of second or even third choice. However, no teacher was assigned to a problem in which he had indicated no interest, nor to a problem on which he had said he did not wish to work. These assignments to study groups were made by the policies committee as representative of both faculty members and administration.

Each study group then met and elected a chairman from the group to serve as group leader. Under the leadership of this chairman, the group then attempted to define their problems and to plan a method of attack. The supervisor and other administrators met with each group at this session and suggested procedures and techniques at the request of the group. They also suggested available materials for the study and sources of information which were not directly available in Bristow. After this preliminary meeting, the administrators met with the study groups only upon invitation from the group.

TABLE 2

SURVEY OF TEACHER INTEREST IN PROBLEMS FOR STUDY
IN BRISTOW, OKLAHOMA, IN SEPTEMBER, 1945

Problem	Frequency Ranking of Interest Ratings			Total Number of Interest Ratings
	First Interest (1)	Second Interest (2)	Third Interest (3)	(4)
1. What should be the Bristow policy with respect to failure?	12	10	7	29
2. How can the grading system be improved?	8	6	1	15
3. How much outside preparation should be required?	2	1	3	6
4. How can the activity program become an integral part of the school day?	5	4	6	15
5. How can attendance be improved in Bristow?	3	3	3	9
6. How can teachers and pupils make better use of available materials and facilities?	2	4	3	9
7. How can pupils make up missed work?	0	4	6	10
8. How can pupil interest be improved?	7	8	2	17
9. How can teacher-pupil-administration relationships be improved?	0	3	3	6
10. How can horizontal articulation be improved?	0	0	2	2
11. How can the new teacher be helped?	2	3	2	7
12. How can the program of supervised study be improved?	2	0	1	3

As the studies progressed, a need became apparent for some general help for the committees; therefore, two bulletins were issued, one relative to characteristics of a person engaged in professional study (Appendix E), and one relative to reporting results of the study (Appendix F).

Each committee was composed of teachers in several levels, from several departments, and with different levels of professional background and preparation. In many instances the committees and the chairmen were weak, but interest and need determined the membership. Some committees needed much more help and guidance than did others, but such help and guidance was never forced upon any committee. It was given only when asked for. The committees worked over a three-months period; and, as each committee was ready to report, a faculty meeting was scheduled at which the report could be made. The written report of each committee was abstracted and mimeographed so that every faculty member could have the important data and findings of the committee available for study. When the oral reports were given to the whole group, group discussion of the findings and recommendations was encouraged. The final oral reports took many forms, such as: dramatizations, demonstrations, panels, symposia, individual reports, chairman reports, and question and answer periods. The form used for scheduling oral reports is found in Appendix G.

In the study of their problems, teachers found a need for wide reading, for organizing material, for study and research techniques, for a knowledge of available sources of information and the techniques for securing such information and materials, for verifying their conclusions, for distinguishing between opinion and fact, for a better knowledge of educational terminology, and for techniques of group participation. They emerged from the program with a better understanding of each other and each other's

problems and the problems of the whole school.

Among the techniques used by the study committees in attacking their problems were:

1. Wide reading of professional literature
2. Questionnaires
3. Surveys of the methods and policies of other schools
4. Interviews
5. Surveys of parent attitudes
6. Age-Grade-Progress tables
7. Use of authorities, or frontier thinker opinions
8. Use of circulating libraries and package materials from colleges and universities.

Following the oral reports of all committees, the conclusions and recommendations of the total group were summarized. The policies committee then met and grouped the findings into four major areas: course revision, class organization and administration, general administration, and instructional problems. Twenty-eight items were listed under course revisions; seventeen under class organization and administration; nineteen under general administrative policies and procedures; and fourteen under instruction. These items were further grouped as there was much overlapping of committee recommendations. The final grouping, which was presented to the entire faculty for approval, was as follows:

Course Revision

1. Re-evaluate present courses of study
2. State objectives as educational and social growth
3. Broaden and enrich the courses offered
4. Provide for individual differences and needs

5. Provide for better correlation between subjects and departments

6. Broaden the health education program (really comes as a part of 3)

7. Provide for vocational and avocational interests (really a part of 4)

8. Improve teacher-pupil relationships
   a. Knowledge of individual pupils as persons
   b. Knowledge of child growth
   c. Knowledge of child psychology
   d. Knowledge and application of the laws of learning

Class Organization and Administration

1. Organize subject matter in terms of problem units

2. Organize classes with supervised or laboratory study periods

3. All teachers should require make-up work and make provision for it

4. All teachers should require some purposeful and varied preparation in terms of pupil needs.

5. Organize classes to make more and better use of school and community resources.

Some of the problems that may arise from the adoption of these recommendations are:

1. What standards shall we use in evaluating courses?

2. How can courses be broadened and enriched?

3. How can we determine individual differences?

   What makes individual differences?

   How do individuals of the same age differ from each other?

   Can we provide for individual differences in class assignments?

   How does the activity program contribute to providing for individual differences? (Learning activities.)

   What is the place of the case study and the testing program in providing for such differences?

4. How can we state objectives in terms of social, personal, and educational growth?

How will such objectives differ from those we now have?

5. What are some means of enriching courses and broadening the course concept?

6. What are the means of improving teacher-pupil relationships?

In which areas do these problems fall?

Administrative Policies

Organization - not to be submitted to teacher vote

1. Set up a controlled experiment in grading

2. Arrange classrooms for laboratory study periods

3. Add material on supervised study to the professional library

4. State a policy that all pupils who are absent be required to make up work missed

5. Require some outside preparation for all students

6. Set up some plans for closer co-operation between teachers to prevent over-loading students on certain nights

7. Consider a program for improved public relations

8. Centralize and define more definitely attendance machinery

9. Require at least one-half time to be made up for all absence for which there is no good reason

10. Consider the adoption of a core curriculum

11. Consider lengthening the school day in junior high and high school to provide a daily activity period

12. Give more publicity to new materials

13. Catalogue and centralize the professional library

14. Add more equipment (audio, visual, playground equipment)

15. Appoint a director of audio-visual education

16. Adopt a system for cataloging, requisitioning, and returning aids.

17. Make a clerical assistant available for routine clerical work.

18. Improve the salary schedule based on equality of qualifications

19. Establish policy committee for school policies

Instruction - to be submitted to teachers

1. Adopt a system of evaluation rather than rating. Such a system to be based on entire personality and background of the child.

2. Conduct local surveys to determine: (a) Study habits, (b) Mastery of study skills, (c) Teacher plans and procedures with respect to individual needs.

3. Conduct local studies of case histories.

4. Provide pupils with lists of needed study skills and techniques.

5. Group study by teachers of individual problem cases.

6. Improved guidance techniques and better co-operation between guidance and teaching staffs.

7. Positive teaching instead of negative teaching should be the policy.

8. Teachers should make more use of libraries and other resources.

9. Organized conference program should be established: (1) pre-school, (2) orientation, and (3) in-school.

10. Handbook of policies and rules should be written and furnished all teachers (administration and teachers).

11. The NEA code of ethics should be adopted.

12. Study groups should be organized to study professional problems.

College credit should be arranged.

13. The school philosophy should be unified and clarified.

14. Co-operation between administration and faculty should be improved.

The close of the school term in May, 1946, found the program of in-service education at this point.

C. Providing for Curriculum Revision

The second major problem for the school year 1945-1946 lay in the area of providing for curriculum revision. In group conferences, the consensus of opinion seemed to be that the curriculum in general was sound, but that, due to changing personnel, the individual interpretations of the curriculum varied from the very traditional drill type or textbook-centered approach to the more modern experiential techniques. In arithmetic and language arts a very definite program of basic skills, knowledges, and attitudes had been worked out and teachers in general were satisfied with these. Vertical articulation was accepted as satisfactory, but horizontal articulation was poor in the opinion of most teachers concerned. There was some dissatisfaction with subject-matter divisions, especially at the elementary level. Teachers, administrators, and supervisors were unanimously of the opinion that the area of curriculum most in need of change was the social studies program. Therefore, in 1945, revision of the social studies curriculum was begun. The unit approach was accepted, but in discussion a great variety of interpretations as to what was considered a unit soon became apparent. Grade teachers, as a whole, were satisfied with the units they had, but wanted to tie together the units in several subject-matter areas. Junior high and high school teachers felt a need for new units. Therefore, the work was sub-divided at this point, with the high

school principal assuming direct leadership responsibility for the work at the junior and senior high levels, and the supervisor assuming direct responsibility at the elementary level. However, the high school principal was an adviser and a resource person at the elementary level, and the supervisor was an adviser, a resource person, and a co-ordinator at the upper levels.

The first step in the program was to list, by unit titles, all units then in use in the entire system. The results of this survey are shown on Table 3. From this table, the conclusions were drawn that:

1. Most social studies teaching was in terms of subject-matter units.

2. There was much over-lapping in the program.

3. Most of the units were isolated units in social studies and lacked correlation with other subjects in the curriculum.

4. More integration of subject-matter areas from other departments would result in better unity of the educational program.

On the elementary level, much of the work in revising the curriculum in social studies proceeded through grade level and grade group conferences. The third grade teachers, for example, met and discussed their programs; the teachers of the first three grades met and discussed their common problems; all elementary teachers met for discussions of general problems on the elementary level. This type of organization grouping was continued during the entire year. In an effort to help teachers in their study of their curriculum problems, members of the Future Teachers of America were asked to teach one or more hours while the teachers met with the supervisor and worked on unit plans during school hours. All the work, on this level, during this period, was directed toward broadening the units and enriching them by integrating subject-matter from other areas such as

TABLE 3

THE COURSE OF STUDY, IN UNIT TITLES, FOR THE BRISTOW, OKLAHOMA, PUBLIC SCHOOLS, OCTOBER, 1945

Unit Titles	Grades										
	1	2	3	4	5	6	7	8	10	11	12
Home	x										
Home and School	x										
Community Life	x		x	x		x					
The Farmer	x		x								
Bristow Protection		x									
Communications		x				x					
Food		x						x			
Recreation		x									
Transportation		x	x			x					
Animals and Clothing			x					x			
Housing			x					x			
Big City Life			x								
Traveling			x	x							
Sioux Indians				x							
Mexico				x	x						
Sahara Desert and Amazon Valley				x							
Lapps and Eskimos				x							
Switzerland and Holland				x							
Norway, Sweden, and Finland				x							
Russia				x							
Tigris and Euphrates				x							
China				x							
Our Nation Today				x	x		x			x	
Coming of the White Man					x		x			x	
Growth of the Colonies					x		x			x	
The Making of the U. S.					x		x			x	
The Westward Movement					x		x			x	
Expansion					x		x			x	
Welding of a Nation					x		x			x	
Our Neighbors					x					x	
Machine Production						x	x			x	
Power						x					
International Life							x			x	
Self-Discovery								x			
Important Occupations								x			
Community Job Survey								x			
Getting a Job								x			
Individual Study of Work								x			
Evaluation of Training for Work								x			
Dawn of Civilization									x		
Greece									x		

TABLE 3 - Continued

Unit Titles	Grades											
	1	2	3	4	5	6	7	8	9	10	11	12
Rome										x		
Dark Ages										x		
Renaissance										x		
World, 1492-1915										x		
The Modern World										x		
Nature and Form of Government												x
Development of the State												x
Development of the Constitution												x
The Federal System of Government												x
The National Government												x
Civil Rights												x
Territorial and Dependency Government												x
State Courts												x
Civil and Criminal Procedure												x
State Government												x
Local Government												x
Partisan Organizing and Procedure												x
Government Financing												x
Foreign Relations												x
The Problem of Democracy												x

reading, language arts, and science into the social studies units. Excursions were encouraged, and purposeful, educational activity was recommended. During this period several bulletins of general interest were issued. Among them were:

1. The Source Unit (Appendix H)
2. The Teaching Unit (Appendix I)
3. Criteria for Evaluating Learning Activity (Appendix J)
4. Outline of Purposeful Activity for Excursion Projects (Appendix K)
5. Improving the Social Studies by Simple, Practical Means (Appendix L)
6. Analysis of Problem Solving (Appendix M)
7. Criteria for Appraisal of Learning Units in Social Studies (Appendix N)
8. Flow Chart of an Educative Experience (Appendix O)

In the general meetings of the social studies teachers on the elementary level, such questions were discussed as:

1. What values are claimed for the social studies?
2. Do our current practices conform with our stated philosophy of education?
3. How can we "activate" learning in the social studies?
4. Can excursions be justified?
5. How can trips, excursions, and other "out of the building" activities be arranged?
6. How can the problem or laboratory method be used in classes with fixed furniture?
7. How can flexibility of the daily schedule be managed?

These questions arose from the problems of the teachers as they worked through the newer approaches to their units. Another question which arose concerned availability of materials. This problem was met by asking teachers, principals, and supervisor to compile lists of needed supplies and materials. These were then surveyed by the administrative group, and, as rapidly as possible, the requested materials were furnished. This concluded the work in revision of the social studies program on the elementary level during the first year.

On the secondary level, the social studies teachers of junior and senior high school met regularly once a week before school. The first problem considered was "What is the basic philosophy of the Bristow schools with relation to the social studies program?" Although there was total agreement that such a philosophy should be stated, the group thinking became hazy and no statement of philosophy could be obtained. Therefore, the procedure was changed to consider first the problems of the group. The group also decided to study what was being done on other levels in the Bristow schools, and what authoritative thinkers in the field thought should be done. This procedure may be justified in that it left the way open for experimentation, change and growth. It also provided for instructor sharing in planning. The one conclusion reached at this stage was that "there is no final program in social studies and that the teacher can best find orientation in the program by working, thinking, and planning with the group." At this point, a bulletin on orientations of the American school was issued. (Appendix P)

The next problem discussed by the secondary group dealt with the "unit". Again, a lack of unity of understanding of the term entered into the discussion. Therefore, recourse was had to professional literature and the

following definitions of units were accepted by the group:

1. Subject-matter Unit: The selection of objectives, well-organized subject-matter, and the provision for testing or evaluation.

2. Morrison Unit: Some significant and comprehensive part or aspect of the environment or of an organized science, capable of being understood rather than capable of being merely remembered.

3. Unit of Adaptation: The unit of learning consists of a group or chain of planned, co-ordinated activities undertaken by the learner in order to gain control over a life situation. The unifying principle is not the logical organization of the activities themselves, often though of as subject-matter, nor a center of child interest, but the learning product to be achieved. This learning product is not merely a skill, a habit, an attitude, etc., but such an integrated combination of these as will result in the adjustment of the individual to a life situation.

4. Correlated Unit: The attempt is made to seek and to utilize points of contact and relationships between two or more subjects in order to bring associations in the various parts of the curriculum.

5. Fused Unit: Subject boundaries are entirely discarded and emphasis is laid upon the establishment of social objectives and the selection of functional materials of instructions that will bring about their achievement. The traditional arrangement of the separate subjects and their special viewpoints are ignored entirely, and the selection of subject-matter is made without regard to whether it may be in the field of history, geography, civics, economics, or other subjects.

6. Integrated Unit: These are units of understanding that consist of integrated materials of instruction from several fields to present a complete picture of a phase of knowledge rather than a part of it.

7. Center-of-interest Unit: This type of unit calls for the organization of experience around the interests of children.

8. Activity Unit: This type of unit is distinguished from the center-of-interest plan by laying stress on activities that are self-initiated and emphasis is placed upon the pupil and his relationship to his environment - local, national, international and contemporary. Play and the social life are utilized in the classroom to bring associations and learnings that will result in emotional satisfactions.

9. The Experience Unit: These units are based on the needs of the individual and of society, and content is selected and arranged to aid in meeting these problems and needs rather than on the basis of logically or even unitary organized subjects.

10. In summary: The chief difference among these units seems to be emphasis, point of view, and the philosophy. One stresses subject-matter, another the changes that take place in the personality of the learner; and others point out the importance of broad fields of learning from which to select materials to achieve social objectives. One emphasizes the factor of interest; another, the importance of activities; still another brings out the value of organization of the basis of areas of human experience.[4]

It was decided, as a matter of supervisory policy by the administration, to ask that all units be planned and stated in problem form. This would not commit the instructional program to any of the foregoing types of unit organization and would permit the instructor to use any or all of them.

A copy of a "Flow Chart of Educative Experience" (Appendix O) had been given to each instructor in the first faculty meeting in 1945-1946, and it was brought to the attention of the social studies instructors at this time.

It was the belief of the supervisory and administrative officials that this chart could explain an educative experience. Educative experiences may be created by the instructor in planning the unit of instruction when it is stated in problem form.

A third problem, the selection of problems, in organizing units of instruction, presented many difficulties. In order to assist instructors in their selections, the following "guide" was adapted from the Fifteenth Yearbook:

Problem Selection, Solving and Evaluation

I. Criteria in Problem Selection

A. Is the problem of real significance to you?

---

[4]Arthur C. Bining, Walter H. Mohr, and Richard H. McFeely, Organizing the Social Studies in Secondary Schools, pp. 46-62.

B. Is the problem a local one?

C. Can adequate library materials be found?

D. Are there local speakers who may help?

E. Will excursions (be possible) be helpful?

F. Are motion pictures and other visual aids available?

G. Will local surveys of town and country records aid in giving information:

II. Problem Solving:

A. Is the problem stated as such - does it offer a challenge?

B. Is the problem:

1. Decided?

2. Defined?

3. Analyzed?

4. Hypothesized?

5. Materialized?

6. Generalized or concluded?

C. Committee Work:

1. Individual responsibility assigned

2. Individual talents provided for

3. Concomitant learnings planned

III. Evaluation of the Unit:

A. Observed improvement of written work found by comparison.

B. Observed improvement in social behavior as noted in anecdotal records.

C. Observed improvement in ability to work co-operatively in group activities.

D. Observed improvement in ability to locate, select, organize

and present information to the group.

E. Observed improvement in critical thinking as shown by the skillful use of techniques of finding, testing, and studying social problems.

F. Observed broadening of interests as shown by wider range of reading and greater participation in activities.

G. Observed improvement in learning facts as shown by tests.

H. Observed modification of attitudes in regard to civic affairs as shown by repeating tests at various intervals of time.[5]

The organization of problems of the social studies course for a grade, as well as into source and teaching units, was next set up in guides to assist instructors. It was not the purpose to demand uniformity for the sake of record-keeping alone, but to provide an orderly plan by which instructors might prepare materials in as brief as possible a manner and still have all the information needed by the administration, supervisors, and new teachers who would take up the instruction because of changes in personnel. These guides were:

1. The Course Outline: These are mimeographed forms that are filled out annually or whenever changes in texts or objectives are made. Copies of each course are now on file with the administrative and supervisory offices:

---

[5] National Council for Social Studies, Fifteenth Yearbook, Adapting Instruction in the Social Studies to Individual Differences, pp. 48-53.

BRISTOW HIGH SCHOOL
Course Report

Date_____

Instructor_____ Dept._____
1. Name of Course_____
2. Semester Credits_____
3. Basic Text_____ No. (available)_____
4. Copyright Date_____
5. Supplementary texts (Give number and Copyright Date):
_____
_____
6. Workbook or Study Guide if used: Name_____
Author_____ Publisher_____
7. Units: (Give general objectives for each unit)

Title	Approximate Time	General Objectives

8. Annual or period pupil assignments: (Such as book reports, themes, etc.)

2. The Source Unit: The Course Outline provides a summary of the objectives of the ecurse that may be made in declarative or problem statements. Each of these objectives or problems then becomes the title of the Source Unit. Copies of these Source Units are on file in the Curriculum Office and may be drawn for use in preparing new Source Units for Teaching Units.

The Source Unit is a teacher-prepared unit or outline of the unit of subject-matter chosen by the instructor or designated by the course outline. It is the outline from which the instructor may draw the teaching unit and the pupil's study guide. It is primarily for the use of the teacher in planning his or her work for this year. It may remain relatively the same for several years in succession.

3. The Teaching Unit: This is the adaptation of the source unit for a particular class at a particular time. It will vary from year to year and even from class to class. The same bulletins on preparing source and

teaching units were used in high school as in grade school (Appendices H and I).

The next problem studied by the secondary group related to the assignment. From the group discussion of this problem, the following conclusions were drawn, relative to current practices:

1. We are calling attention to the unit to be studied, from general to detailed implications.
2. We are making a tie-up or bridge by reference to the previous units.
3. We are making some page-to-page assignments when necessary for some students to have some definite "work".
4. We are using Study Guides in some classes to direct study and guarantee a minimum of pupil responsibility for preparation.
5. We are in some instances calling attention to the major generalization to be arrived at in the study of the unit.

After the next meeting a memorandum was prepared to assist instructors in making better assignments:

Nature and Use of Assignments

I. Specific Functions of the Assignments:
   - A. To orient and motivate pupils for engaging in the learning activities.
   - B. To set up objectives (further orient and motivate).
   - C. To set up definite learning activities.
   - D. To provide directions for study and other learning activities.

II. Summary on Making Good Assignments:
   - A. Base the assignment on clearly attainable objectives adapted to the need of pupils.
   - B. Relate clearly and definitely the learning exercises to the statement of the objectives.
   - C. Be sure that pupils clearly understand the objectives and learning exercises.
   - D. Adapt the learning exercises and objectives to the abilities of the pupils
   - E. Make use of past experiences of the pupil in making the assignment.
   - F. Motivate pupils to engage in the assigned activities.
   - G. Give adequate references so as to conserve time and help pupils to get the most important data needed to attain objectives.
   - H. Give adequate directions for study so as to assure effective procedures.
   - I. Adapt the length and difficulty of the assignment to the abilities of pupils and time available for preparation.

J. Adapt the assignment to individual needs as far as possible under the circumstances.
K. Make assignment at time best adapted to learning situation.
L. Adapt the time used in giving the assignment to the nature of the assignment and the ends sought.

The foregoing material on assignments was based on the assumption that instruction should be entirely a matter of teacher planning. No question was raised here as to the correctness of this approach. This material was in keeping with the teaching approach at the time.

The next problem presented was supervised study. The junior high school social studies instructors were perplexed by the problem of how much and what type of outside preparation to require of their pupils. It was a problem common to all junior high instructors. Because of the general nature of the problem, it was discussed in several meetings by all the junior high school instructors. The conclusions reached in these discussions were stated in a memorandum to the instructors concerned, a copy of which is quoted here, in part, as applicable to social studies:

1. Conduct all initial or introductory work of this unit in class with special attention to be given to class, group, and individual assignments; the pupil's learning guide should provide the continuity necessary for the pupil and class to understand the partial and over-all objectives of the unit.

2. Assign homework in relation to the phase of the unit being studied with the homework being planned to use the several texts and references at your disposal for each course with the learning guide to be used to provide continuity.

3. (Added) Constant attention must be given to the ability of individual pupils to prepare the minimum study program as well as having the better pupil do enrichment reading.

4. No flat, definite or complete regulations can be given with respect to the amount of outside preparation or the amount of in-class preparation. Constant good judgment must be exercised with as much concern as possible for assignments by other instructors.

Much discussion by the social studies instructors was devoted to the problem of getting away from the page-to-page assignment and study method.

This method seemed inadvisable, but the use of any other method presented problems of organization and day-to-day class administration that needed some study before abandoning the procedures being used.

The following bulletin was prepared and presented to the group to assist instructors who cared to use it for another procedure based on pupil participation in planning and presenting the unit:

Instructional Procedure by Committee and Individual Projects

I. Introduction of the Unit:
   - A. Overview of unit
     1. Arrive at a clear and definitive theme of the unit to be studied.
     2. Set up the content in terms of
        - a. Historical background
        - b. Principles
        - c. Chronology
        - d. Concepts
        - e. Vocabulary
        - f. Biographies
        - g. Exhibits
     3. The theme and each of the areas of content should be stated.
     4. Outline of
        - a. Study plans for each of 2, a-g above.
        - b. Presentation plan

II. Preparation of the Unit:
   - A. A reading of the entire unit by the entire class.
   - B. A concurrent meeting of the main committee to make assignments of content to individuals and committees. (This may be and probably should be preceded by a period when students may volunteer or express their choices of what they should like to work on.)
   - C. Assignment by committee to individuals and committees.
   - D. Post a calendar of presentation by individuals and committees.

III. Presentations:
   - A. Have main committee members act as chairmen for presentation of individual and committee reports.
   - B. Much careful supervision of individuals and committees will have to be exercised in order to assure that the calendar is kept up to date. Much of this may and should be done in class during the preparatory period.

IV. Summary:

   - A. The main committee should prepare a summary of the unit in written form that would be presented to the class as a review of the unit.

B. The summary might entail a re-writing of the original objectives of the unit if the presentation had brought forward conclusions in addition to or varying from the original objectives.

V. Evaluation of the Unit:
   A. Objective
      1. Formal tests
         a. Essay
         b. Objective
         c. Combination
      2. Oral test: could be based on student constructed test, or some procedure by which the testing could be done in discussion manner.
   B. Subjective: evaluate the plan and procedure of study in order to look for and suggest improvement by
      1. Class discussion; and, or
      2. Written evaluation
      3. Anecdotal records showing individual pupil progress.
   C. Grading: the grading should be based on a standard (for all units) pupil self check-sheet that would offer an opportunity for the pupil to evaluate:
      1. His objective learning based on his objective tests.
      2. His class contributions.
      3. His personal development.

VI. Continuity: The planning for the next unit can be under way while this unit is being presented.

VII. Main Committee:
   A. Personnel should represent a cross section of the class so as to provide a variety of viewpoints.
   B. Organization: The committee should be organized with a chairman, vice-chairman, secretary, resources committeemen (1-3).
   C. Time usage: Because of the method of preparation suggested above, time for planning will be found in the class periods if efficiently used.

VIII. Prime objectives:
   A. To develop interest in the study and mastery of content; and,
   B. To develop democratic concepts and learnings.

After several trials with the foregoing teaching procedure, it was found that many pupils were not prepared for this method. The following suggestions were offered to help instructors prepare pupils to participate in pupil planning and presentation.

Committee and Individual Report Assignments

In making assignments to committees and individuals for reports, should teachers not be more explicit in setting the tasks?

Do students need more directions for preparing reports, floor talks etc?

The group suggested that some time and study be given to the preparation of a set of instructions that the teacher might use in a general class discussion to teach students how to prepare more adequately for these assignments. It was suggested that these instructions should cover:

1. What is suitable subject matter for a floor talk, committee report, round table discussion, etc.?
2. What are the essential methods and purposes of a committee report, floor talk, panel, etc.?
3. How may a tie-up of the report be effected with the unit under discussion?
4. What research routines and techniques should be followed? (This would involve a working knowledge of library usage, research reading, outlining and preparing material for presentation.)
5. What kind of a summary or outline should be prepared for the entire class?
6. What use should be made of audio-visual aids by reporting pupils?
7. What summarization should be made to guarantee competent and adequate generalizations as a result of the project?
8. What should be done about questioning by the class at the conclusions of the report?

The senior high school instructors and the principal discussed the committee method of instructions and decided to try it out in the experimental instruction of one unit in World History. A review of the experiment was given to the group by the directing instructor:

A Summary of an Experimental Unit of Study by the Committee Method

The Social Studies instructors in senior high school planned a laboratory unit for one section of World History. A reading test was given to all members of the section and showed reading abilities ranging from Grade 5.3 to Grade 13. The I. Q.'s showed a 65-123 distribution with a median of 103. There were twenty-four pupils in the section. Several meetings were held to discuss which unit to use, what materials were available and how the unit could be set up. The unit, Exploration and Colonization of North America, was chosen. Films could not be secured at the time, but general and source materials were listed. The outline of the unit was discussed and seven topics were selected to be used.

The unit was introduced to the class with a brief discussion of material to be covered; maps of the fifteenth century were shown to the class; and reading references were given to the class. The topics for

the committees were put on the board so that the class members could decide which ones they preferred to study. Each committee then chose its chairman and decided how to present its report.

The members were permitted to use the library during the class period and were given help by the teacher if requested. Five class periods were used to organize the materials and make the necessary preparation.

The material was presented by floor talks, a panel discussion and a debate. Some of the students made excellent use of the maps to present voyages, settlements, and land claims of colonizing countries.

Naturally, some of the students made much better reports than others and some of the committees did more work than others; but not one student failed to contribute. Three girls who had consistently refused to participate in daily recitations gave floor talks. Two of the poorer students reported that they had done more work than they had any time during the year. One said, "You really have to do the work yourself." The class seemed to like the idea of going to the library and working during the regular class hour. The majority of the class definitely said they thought this type of preparing much more interesting.

The plan required more time to plan and present than the ordinary class recitation method.

One of the instructional problems that was most discussed was testing. A summary of the purposes and of the construction of objective tests was made by a junior high school instructor. Because of the length and technical nature of the information covered there was no duplication of the material.

The sources used were:

Goetting, M. L. Teaching in the Secondary School, Chapter 19. New York: Prentice-Hall, Inc., 1945.

Greene and others. Measurement and Evaluation in the Secondary School, Chapter XVII. New York: Longmans, Green and Company, 1944.

Monroe, W. S. Directing Learning in the High School, Chapter XVI. New York: Doubleday, Doran and Company, 1927.

National Society for the Study of Education. The Measurement of Understanding. Forty-Fifth Yearbook, Part I. Chicago: The University of Chicago Press, 1946.

Rinsland, H. D. Construction Tests and Grading. New York: Prentice-Hall, Inc., 1938.

Wesley, E. B. Teaching the Social Studies, Chapter XXXIII. New York: D. C. Heath and Company, 1937.

The problem of evaluating pupils' subjective growth presented difficulties for which there appeared to be no authoritative answers. It was left as one of the problems that would require much work by the group.

Another problem that arose constantly during the discussions was evaluating a pupil's grades. Because of the pressure of other problems, no definite conclusions were reached. The following guide was submitted to provide the basis for current use and further discussion.

Superior Rating, A:
The "A" student:
1. Pursues independent research
2. Shows ability to weigh evidence
3. Shows originality in thought and procedure
4. Has an excellent understanding and knowledge of the study pursued
5. Is systematic and thorough
6. Does more than is required
7. Is ready to assume responsibility
8. Brings in valuable outside material without being asked
9. Volunteers helpful information
10. Habitually uses good English

Good Rating, B:
The "B" student:
1. Does some independent thinking
2. Is a contributing member of the class
3. Does original work at times
4. Has a good understanding and knowledge of the study pursued
5. Does more than is expected
6. Occasionally assumes the responsibility of leadership
7. Is co-operative
8. Is prompt and neat in work
9. Always uses good English

Average Rating, C:
The "C" student:
1. Often contributes something to stimulate the work of the class
2. Is content with the fundamentals of the subject
3. Is learning to cooperate
4. Seldom shows originality of thought
5. Seldom raises questions of his own
6. Usually neat and prompt
7. Takes time to get down to work

Inferior Rating, D:

The "D" student:

1. Passes but does poor work
2. Shows poor grasp of subject
3. Rarely contributes to the work of the class
4. Seldom completes work expected
5. Seldom brings work assigned
6. Finds difficulty in getting down to work
7. Never shows originality of thought or method of work
8. Uses poor English

Poor Rating, F:

The "F" student:

1. Cannot be given credit
2. Is indifferent
3. Does work of such poor character that he will be unable to continue course similar to this

At another meeting the problem of "request reading" was presented for discussion. The following is the report of this meeting.

1. Subject: Regulations by State Department of Instruction concerning outside readings.

2. To: Instructors of Social Studies IX through XII.

The following is the text of the regulations concerning outside readings for the Social Studies courses in high school:

1. Each pupil shall have a textbook.

2. Not less than 750 pages of collateral reading should be done in each course in history for the year.

3. The teacher should keep a card file of the readings done by each pupil, showing what topics read and from what source.

4. A notebook may be used in connection with the textbook but not used instead of the textbook.

5. Sufficient maps should be provided to teach each course in history.

6. The library should have history source books sufficient to supply the class for collateral reading in each course in history.

These conclusions were reached:

For the regular classes it will be acceptable if the instructor's record of reading is kept in the gradebook by number of pages read. Readings should be checked in weekly by students and some method should be followed whereby

the instructor may check very definitely the readings students are doing. By rotating through the classroll a check may be made on the entire class periodically.

This plan or some acceptable modification may be followed for outside readings for experimental classes:

1. Readings should be from bibliographies prepared for the unit being studied.
2. Readings should be prepared on the particular phase or problem to which the student has been assigned.
3. Readings should be reported as a part of the committee's or individual's report.

Allowance should be made in both classes for newspapers, magazines, and fiction.

At this point, the end of the school year 1945-1946 brought the work of the teachers of social studies on the upper levels to a close, temporarily.

Although the focus of attention was on social studies, some work was carried on in the areas of language arts and mathematics. This work was in the form of departmental meetings at which the following topics were discussed:

Language Arts

1. What problems are facing the teachers in this department?
2. What shall we do about spelling?
3. Is the composition program functioning?
4. What is the place of the drill book?
5. What is our failure problem in language arts?
6. What are some of the best ways of introducing new materials?
7. Do we need course revision?
8. Is our program cluttered with dead wood?
9. How can we make better use of our time?
10. Are we attempting to teach things at wrong levels?
11. Is our program too "academic"?
12. Are we emphasizing real values?
13. Are we encouraging real joy in reading?
14. Are we developing a desire to speak and write correctly?

Mathematics

1. What is our primary aim in the general mathematics courses?
2. What are some of the immediate problems that are hampering the work?
3. Will diagnostic tests help us?
4. What other means of diagnosis are available?

5. What use are we making of diagnostic test results now available?
6. What is the place and function of drill material?
7. What progress have we made in preparing our own drill material?
8. How are our drill materials being used? How can we improve their use?
9. How can we enliven the mathematics period?
10. Is our mathematics program meeting community needs?

Although no specific recommendations or conclusions were reached in these meetings, they did serve to bring attention to a focus on some of the problems in the areas.

D. Providing for Improved Teaching Efficiency

This program really called for several programs in one. During the year 1945-1946, however, attention was directed primarily to the question of "How may the supervisor work with the teachers directly to help them improve their efficiency?" The work began with a series of supervisor-teacher meetings where, through informal discussions, an attempt was made to determine how the supervisor could best serve the teachers. Indirectly, the program of in-service training and the program of curriculum revision contributed to making the teachers more conscious of unity of educational purpose and of their places in the whole school picture.

Recognizing the fact that not all teachers felt a need for supervision, the first task of the supervisor was to make the teachers feel that his or her services were available as "help", not as criticism or rating. As these meetings progressed, a definite programemerged which called for:

1. Classroom visits by the supervisor
2. Group, grade, subject, and general meetings to discuss teaching problems
3. Individual conferences on both personal and professional problems
4. Demonstrations by the supervisor
5. Reading lists, compiled by supervisor and teachers
6. Improvement of the professional library
7. A re-adjustment and re-evaluation of the testing program
8. Supervisory aid in planning units of instruction, excursions, and esperiences
9. Supervisory aid in reviewing existing course of study

10. Supervisory aid in planning study guides and tests for use in different classes
11. Bulletins on topics of general interest
12. Analysis of teaching and classroom organization difficulties

Again, it was evident that not all of this work could be done in one year. Only selected items could be planned for. One additional task had to be added to the list in order that the administration might have some definite information relative to situations observed by the supervisor in the visitation program. Some provision had to be made for a written report, by the supervisor, on classroom visits. This was to be in no sense a "rating" but rather a written record of changing conditions in the classrooms as the program progressed.

During the year, the supervisor made 196 classroom visits, averaging thirty minutes in length. Reports of these visits were made to the superintendent and to the building principals. The reports to the principals were usually made in conferences. The reports to the superintendent were written. The form used for this report is found in Appendix Q.

Following the visits, conferences were held if the teachers requested them. In only a few instances were conferences requested by the supervisor. A total of 189 hours of the supervisor's time was devoted to teacher conferences, 151 hours of which were in response to requests. During the same period, eighty-two hours were spent in administrative conferences.

The general teachers meetings, requested by the group to be supervised, were discussed under "Providing for In-Service Training," Section "B" of this chapter. Group, grade, and subject conferences were provided in the program "Providing for Curriculum Revision," discussed in Section "C" of this chapter.

During the year, fifteen demonstrations were given by the supervisor in the classes of those teachers who requested demonstrations.

Reading lists were provided for the groups studying problems of general interest, for the social studies group, for the English department, and for the mathematics department. Individual reading suggestions were made for those requesting individual help. The professional library check-outs tripled during the period, and the library itself was more than doubled.

Little was done during this year in the area of testing. The current testing program was continued. This provided for:

Grade 1	Metropolitan Reading Readiness Test Kuhlman Anderson Intelligence Test
Grade 3	Stanford Achievement Test
Grade 4	Kuhlman Anderson Intelligence Test
Grade 6	Stanford Achievement Test
Grade 9	Kuhlman Anderson Intelligence Test Stanford Achievement Test Kuder Preference Test Detroit Personality Test Iowa Grammar Information Test Iowa Silent Reading Test
Grade 12	Iowa High School Content Test Barrett-Ryan Grammar Test Personal Audit
Grade 10, 11 or 12	Shorthand Aptitude Test for those who desire to enroll for shorthand
All Grades	Kuhlman Anderson Intelligence Test for all new pupils entering the system

The only addition to the program during the year was the Lee-Clark "Diagnostic Test in Arithmetic Skills and Problem-solving." This was administered at the junior high school level to meet the needs of the many new teachers in the mathematics department at that level.

Supervisory aid was given in revising or in writing the units shown in Chart 1.

With respect to excursions and active learning experiences, fewer tangible results were evident. However, a community survey of business in Bristow was made by the class in Problems in Democracy. The class in Business English surveyed the radio listening habits of representative citizens. Two groups of third-grade pupils visited nearby farms. A sixth-grade class visited the telephone exchange. All seniors spent one day visiting the district court in session.

With the exception of the survey of the course in social studies, no regular survey of courses was made.

With respect to study guides and classroom tests, two bulletins were issued (Appendices R. and S.) dealing with these subjects in a general manner. Individual teachers were helped in drafting, as a part of their new or revised units, study guides for use during the year and unit and quarterly examinations.

Bulletins, in general, came as part of either the in-service program or the curriculum revision program as discussed in sections "B" and "C" of this chapter. A few inspirational bulletins were also issued (Appendices T and U).

Analysis of teaching and classroom organization difficulties was cared for during individual conferences and visitation.

In general, some work was done in all areas where teachers had stated they needed help. The program provided much help in some areas and little in others.

CHART 1

UNITS COMPLETED AT BRISTOW, OKLAHOMA, 1945-1946

Subject	Grade	Number of Units	Complete or Incomplete
Health	1	None	Incomplete
	2	2 and 3	Incomplete
	3	1 to 4	Complete
	4	1 to 14	Complete
	5	1 to 8	Complete
	6	1 to 6	Complete
	7	1 to 4	Complete
	8	1 to 4	Complete
	9	-	Incomplete
Social Studies	1	1, 2, 3, -	Incomplete
	2	1, 2, 3, 4, -	Incomplete
	3	1 to 5	Complete
	4	—3, 4, 5, 6, 7, 8, 9, 10	Incomplete
	5	1 to 8	Complete
	6	1, 2, ——	Incomplete
	7	1, 2, 3, 4, 5, 6, -	Incomplete
	8	1, 2, 3, 4, -	Incomplete
Gen. Business	9	1, 2, 3, 4, 5	Complete
Occupation	9	1, 2, 3, 4, -	Incomplete
Economics	9	-, 2	Incomplete
	10	——6, 7, — 10, 11	Incomplete
	11	1 to 11	Complete
	12	None	Incomplete
Mathematics	7	1 to 7	Complete
	8	1 to 8	Complete
	9	—	Incomplete
Auditorium	None		
Music	None		
Art	All grades	1 to 6	Completed
Literature	7	-2, 3,	Incomplete
	8	1, - 3, 4,	Incomplete
	9	1 to 10	Complete
	10	1 to 11	Complete
	11	1 to 9	Complete
	12	1 to 10	Complete
English	7	1 to 5	Complete
	8	1 to 5	Complete
Library	Revisions only		
Science	7	1 to 6	Complete

II. The Program in 1946-1947

A. The Preliminary Stages of the Program

In general, the work for 1946-1947 began where the work left off in the spring of 1946. However, with fourteen new teachers in the system, some review of the previous program was necessary. This work was done in a series of conferences with the new teacher group and the administration during the week before the opening of school. General group meetings were held for the entire group. In addition, each new teacher had an individual conference with the principal of his building and another with the supervisor. At these meetings, general policies, the philosophy, and the in-service program were discussed. Tours of the buildings were conducted and course of study, units, and other teaching aids were presented and discussed. General administrative procedures were also explained. Not only did this help the new teachers find out about the system, but it gave the administrative group a chance to become acquainted with the new teaching group before the pressure of regular school work began. These meetings were planned to carry into practice a recommendation of the study group on "The New Teacher," made in 1945-1946.

B. The In-Service Program

The in-service program began with a meeting of the policies committee at which the committee considered carefully the recommendations presented by the study groups at the close of the preceding year. After a careful study of these recommendations, two areas were chosen for further study. These were "Readiness for Learning" and "The Problems Method." The Policies Committee then selected committees to study and present these problems to the entire faculty. The Committee on Readiness for Learning was composed of:

1. Grade School Librarian
2. Teacher - Twelfth Grade Social Studies
3. Elementary Administrative Principal

4. Teacher, First Grade
5. Teacher, English, Junior High
6. Teacher, Grade School Arithmetic
7. Teacher, Grade School Art
8. Secondary School Principal

This committee met with the supervisor and planned its study. The divisions of the topic decided upon were:

1. Changing Concepts of Readiness
2. Factors Affecting Readiness
3. General Influences of Readiness on Learning
4. Primary Readiness in:
   a. Reading
   b. General Language Arts
   c. Arithmetic
   d. Special Areas (such as art, music, and penmanship)
   e. Social Studies and Science

The committee decided to divide its report into two major divisions. Topics one, two and three were to be covered at one meeting, and Topic four was to be covered in a second meeting held one week after the first. The oral reports were given as symposia. The written reports were abstracted and mimeographed so that each teacher in the system might have a copy.

The Committee on The Problem Method was composed of:

1. Teacher, Second Grade
2. Teacher, High School English
3. Teacher, Sixth Grade
4. Teacher, Junior High Science
5. Teacher, Second Grade
6. Teacher, Junior High Mathematics
7. Teacher, High School Mathematics
8. Teacher, Sixth Grade
9. Teacher, Junior High English

This committee met with the supervisor and planned its program. The topics decided upon were:

1. What is the problem method and how does it differ from other methods?
2. What is the philosophy underlying the problem method?
3. What are some criteria for selecting and organizing a problem?
4. What are some procedures under the problem method?
   a. The initiating period
   b. The laboratory study period
5. How are committee and individual assignments provided for in the problem method?
6. What are educational activities?
7. What are some kinds of culminating activities?

8. How may problems study be evaluated?

This group decided that three meetings would be needed for presenting their problems to the entire group. The first meeting considered sections one, two, and three. The second meeting discussed section four. The third meeting presented five, six, seven and eight. Again the presentation took the symposium form. Each presentation was followed by group discussion. The written report was abstracted and duplicated for the faculty members.

One other in-service contribution came from the policies committee which presented a summary statement of some basic policies of the Bristow schools. (Appendix V.) This committee also recommended the adoption, by the faculty, of the NEA Code of Ethics. Both reports were accepted by the faculty by consensus of opinion.

This concluded the in-service program for the year, making a total of thirteen problems studied in the two-year period.

C. Curriculum Revision

During the second year of the changed program of supervision in Bristow, attention centered on the curriculum revision aspect of the program.

Work began in September with two surveys of existing courses, the social studies program and the science program. The first was carried over from the preceding year; the second was decided upon in the face of a demand for more science in the total school program.

1. The Social Studies Program

The survey of the existing Bristow Course of Study in the Social Sciences still revealed some dissatisfaction. Therefore, the group decided to survey other programs in operation in other places. These included such plans as the Mississippi Program, centered around nine areas of human activity; the Virginia

Plan, using eleven centers of interest; the Pennsylvania Plan, with nine areas of human experience; the social process approach summarized by Marshall and Goetz in Curriculum Making in the Social Studies; and the Wrightstone-Campbell program centered on social problems, and summarized in Social Studies and the American Way of Life. After some discussion, the group decided that the Wrightstone-Campbell Plan, modified to meet local needs, should be adopted. Under this program, there would be four basic areas of social education:

1. Co-operating in social and civic action
2. Earning a living
3. Adjusting to and improving the physical environment
4. Personal development and guidance

There would be four levels of development:

1. Primary: the experiences in which the child participates directly in the social activities and ways of life which he observes in his daily living.

2. Intermediate: the satisfaction of the 9-11 year-old child about those aspects of his environment which challenge him - how things work, why they are, and, to some extent, how they came to be.

3. Junior High: the exploration and adoption by the pupil himself to the influences in his social environment and to the social institutions and activities in the life going on about him.

4. Senior High: the emphasis is on the understanding of group relationships and the problems created by group relationships. This would include a study of other lands, of past practice in America, and of future trends.

The general pattern for social studies in the Bristow schools, as adopted by the teachers in that department, is shown in Chart 2. After the general program had been adopted, the teachers of the department divided into smaller groups. The teachers of the first three grades, the second three, the third three, and the fourth three then met and discussed their specific area and responsibility with respect to the total program. In these meetings, both content and methods and materials were discussed. Next, each grade level group met and chose a chairman. Each group then began a survey

CHART 2

SOCIAL STUDIES PROGRAM FOR THE BRISTOW, OKLAHOMA, PUBLIC SCHOOLS, 1946-1947

Aim: To help children and youth develop understanding and behavior essential to a world community				
Grade Theme (1)	Co-operating in Social and Civic Living (2)	Economic Processes in a Democracy (3)	Adjustment to and Improvement of the Material Environment (4)	Person Development and Guidance (5)
Grade 1 How do we live together at home and at school?	Our Family Our Home Our School	Thrift at home Thrift at school	Common tools at Home and at School Natural Surroundings Changing Seasons	Helping at home Helping at school Safety at home Safety at school Health habits Making friends Good manners Getting along with others
Grade 2 How do we live with our neighbors and in our town?	Our Friends Working Together Having a good time together	Ways of Making a Living	Same as Grade 1, but adding more tools and machines and classifying tools as hand, animal, or electric powered Natural Surroundings	Community Services Fire Dept. Police Dept. Dairy Bakery Railroad Post Office Bus Water Supply Hospitals Schools Churches, etc.

CHART 2 - Continued

Grade Theme (1)	Co-operating in Social and Civic Living (2)	Economic Processes in a Democracy (3)	Adjustment to and Improvement of the Material Environment (4)	Person Development and Guidance (5)
Grade 3 How do people live in other American communities?	Farm homes Town homes City homes	Spending wisely for food, clothing and shelter Taking care of what we have	Wheels as machines Natural surroundings Land and water Animals and plants	City government Mayor Council Local government services Food to eat Personal cleanliness Safety Community health Manners
Grade 4 How did people live in other times? How do people live in other lands?	Home life in world geographic areas (desert, tropics, etc.) Home life long ago Home life in the Middle Ages	Standards of living in other lands and times	Lamps and lighting Time devices Paper Printing	Healing in olden times Social customs Sanitation
Grade 5 How have ways of living changed in the historical development of the United States?	Colonization period Home life in Colonial times Home life in Pioneer days Home life in the 19th century	Changing standards of living in America	Steam Engine Electricity Telephone, telegraph, gas Libraries Typewriter (Inventions and inventors)	Eating and health today Hazards of living Changing medical practices

CHART 2 - Continued

Grade Theme (1)	Co-operating in Social and Civic Living (2)	Economic Processes in a Democracy (3)	Adjustment to and Improvement of the Material Environment (4)	Person Development and Guidance (5)
Grade 6 How do we live in the 20th Century World of Science	Modern home life	Sources of modern comforts and luxuries Conservation of resources	Great inventors, discoveries, and explorers of the modern world	Germ hunters Conquering disease Public health and safety Public health regulations Preventing disease Modern health practices Eating for health
Grade 7 How do our institutions affect our ways of living	Community social, civic, political and religious institutions and services	Community economic institutions and services	Community scientific institutions and services	Community educational and domestic institutions and services
Grade 8 What is economic living?	Economic foundations of civic, political, and religious institutions and services	Sources of basic necessities for modern living	Effects of science on modern economic life	Personal responsibilities for successful economic life
Grade 9 Educational and vocational planning	Vocations in social, civic, political, and religious life	Vocations in economic life	Vocations in science	Personal requirements for successful living

CHART 2 - Continued

Grade Theme (1)	Co-operating in Social and Civic Living (2)	Economic Processes in a Democracy (3)	Adjustment to and Improvement of the Material Environment (4)	Person Development and Guidance (5)
Grade 10 Our home and national background	Sources and development of our local, state, and national political institutions	Sources and development of our economic life	Our local, state, and national environment and related problems	Personal responsibilities of local, state, and federal citizens
Grade 11 The world, its nations, people, and problems	The political, social, religious and cultural backgrounds of nations and peoples	The economic backgrounds of nations and their problems	The geographic background of nations and their problems	The problems of living with the nations and peoples of the world
Grade 12 Problems of American living	Current problems in American political, social and cultural living	Current problems in American economic life	Current problems in American environmental life	Current problems of personal adjustment and development

of resources, at its own level, for the extended and enriched program. Lists of needed books, supplies, and materials were compiled by each group and presented for order. Following this, each grade group wrote one or more of its units. At least one new unit was prepared at each grade level.

From a study of the chart outlining the total program, the change from the unified program of studies in the elementary school to the more departmentalized program of the junior and senior high schools becomes apparent.

This completed the second stage of the changing social studies program during the second year of work.

In the field of science, the work began with a preliminary study of the existing course in the school system. From this study, the following conclusions were drawn:

1. At the lower levels, there was a lack of direct instruction in science.
2. There was a definite break at the eighth grade level where no science was provided.
3. The work of the seventh and ninth grades was almost identical.
4. There was much over-lapping between grades in the elementary and junior high schools.
5. There was a lack of materials, books, and supplies for teaching science at the elementary level.

Next, a decision was reached by general discussion, to include in the grade school program in social studies all the science which naturally fitted the social studies program in "How People Live". Any additional science, deemed necessary and desirable for the total science program at that level, would be taught in separate units in a course called Health and Science. All science teaching was to be really science, but the emphasis was to shift gradually from the effects of science on daily living to the purer science of the senior high school. At the junior high school level, a completely new course would be organized which would include a science period in each of the seventh, eighth, and ninth grades. The high school science program, with its specialized offerings, would be left unchanged for the present.

Next, the science teachers decided to examine all available texts and courses of study. Among the texts analyzed for their content were:

1. Scott-Foresman series
2. Row-Peterson Unit texts
3. Craig Science series
4. Allyn and Bacon series
5. Steck Publishing Company series
6. American Book Company series
7. Houghton-Mifflin series

For most texts, the accompanying manuals and workbooks were also surveyed. From this study, it became apparent that there was a lack of agreement as to the levels at which various topics should be taught and that there was much duplication, within a series, of certain topics. In general, the content decided upon for the Bristow course fell in two areas: natural science and physical science. The program began with the recognition of the physical and natural aspects of the scientific environment of the child, first in his home and school; then in the area in which he lived; and then in other areas of the world. This program broadened to include some of the basic laws of physical and natural science, man's application of these laws, and finally, technical and scientific aspects of science. Provision was to be made for the human element in science and its humanitarian and social aspects as well. The chart of the social studies program on page 78 of this chapter indicates the science program of the elementary grades. At the junior high level, the topics were such things as: How does man control fire? How does man use weather? How does man use the natural resources of the earth? How do scientists make discoveries? How does man use air? Such questions as: What is matter? What is air? What is water? and other similar questions were left at the ninth grade level, which, for this program was considered a part of the high school program. At the seventh and eighth grade levels, the complete course was outlined and the first unit in each grade was completed.

The work on these two programs had reached this stage of development at the end of the second year of the supervisory program.

Work was also begun before the close of the year on a modification of the junior high school mathematics program. Algebra was postponed until the tenth grade and the general mathematics program was extended to include the ninth grade. This required a re-adjustment of materials now taught at the seventh and eighth grade levels. Tentative grade outlines were made and accepted by the teachers of the department at these three grade levels. Further work is indicated for the year 1947-1948.

D. Teacher-Efficiency

The program of improving teacher-efficiency started in this year with the orientation program for new teachers, as discussed under the "In-Service Program" on page 74 of this chapter. In general, the same program was followed as in 1946-1947, as discussed on pages 69 to 74 of this chapter. Classroom visits were continued with written reports and conferences. More and more of the visits were at the request of the teachers and fewer at the volition of the supervisor. In some cases, instead of reports of visits to special classes, the written reports summarized a group of visits in a particular building, with certain generalizations being indicated. The supervisor spent 196 hours in class visitation and 80 hours in administrative conferences. The general faculty meetings were discussed in the section on "The In-Service Program," pages 74 to 76 of this chapter. Group, grade, and subject conferences were provided for in the program of curriculum revision. Other problems were cared for in individual conferences. Every individual conference held was at the request of the teacher involved. These averaged two daily.

A series of demonstration lessons was asked for by the social studies teachers and the program arranged, but due to conditions beyond the control of

the group, the demonstrations were not held. These demonstrations are now scheduled for September, 1947.

Reading lists were provided as needed for both the in-service study and the curriculum revision work. The professional library tripled during the two-year period.

There was no change made in the testing program during the year 1946-1947.

Supervisory aid was provided in writing all courses of study which were revised in the curriculum program, and also in the new units which were developed. Excursions, project-learning activities, and committee work were encouraged. Visits were made by classes to various industries in Bristow; visitors from the town were used as resources in several classes.

Study guides and classroom tests were constructed as the units were developed. Much individual conference work grew out of this problem.

Bulletins, in general, were issued only to clarify some procedure or to list some resources for the group engaged in professional study or in curriculum revision.

Teaching difficulties and problems of classroom organization were cared for through the conferences asked for by individual teachers when confronted with problems.

In general, this program was an extension and continuation of the program for 1945-1946. It was consistently more and more teacher requested and less and less imposed.

3. Summary

This chapter has discussed in detail the supervisory program in the Bristow schools over a two-year period. It discussed the preliminary stages;

the group approach to in-service training through group problems solved by the group itself; the group approach to curriculum revision and the group progress made in such revision; and the "request" approach to improved teaching efficiency through direct supervision.

CHAPTER V

THE EVALUATION OF THE SUPERVISORY PROGRAM

Because of its comparative recency of inception, supervision is often challenged by laymen and teachers alike. The term "supervision" in itself leads to criticism based upon the old concepts of supervision as inspection or teacher rating. Furthermore, any activity, unless constantly subjected to evaluation, tends to become static, rather than to remain dynamic. In addition, one of the major characteristics of modern supervision is its feeling of need for self-examination. Therefore, at the end of the two-year period during which the revised program in supervision had been in operation, an evaluation of the program was indicated. Recognizing the fact that the program was still in the process of development and that any evaluation would be, therefore, indicative rather than conclusive, an evaluation was begun in the spring of 1947. This program attempted to evaluate the progress of the supervisory program to date and to prognosticate further developments, based on that evaluation.

The first major question involved was: "How can a program of supervision be evaluated?" Several methods were considered. The suggestions of Woody, as given in the Fourth Yearbook of the Department of Supervisors and Directors of Instruction,[1] were read carefully and discussed by the policies committee. The related literature on supervision, as discussed in Chapter II, pages 13 to 24, was also reviewed. The measures suggested divided themselves rather definitely into two major classes - subjective measures and objective

---

[1] Woody and others, op. cit., pp. 23-29.

Among the suggestions were:

Subjective:

1. Analysis of teachers supervised as to change and development under the program.
2. Analysis of pupil change and development.
3. Analysis of supervision development

Objective:

1. Classroom visits
2. Check of organization
3. Reports of visits
4. Results of testing programs
5. Curriculum revision
6. Check of professional reading and study
7. Rating scales
8. Tests of professional information
9. Tests of behavior, attitudes, personality factors, general culture, etc.

None of the definitely suggested measures seemed adequate for the program conducted in Bristow, as most of them were based on older conceptions of supervision. Therefore, the policies committee decided that some different plan for evaluating the program would have to be evolved. Reading had indicated a gradual tendency to turn from scales, tests, and such traditional objective measures to a more subjective type of evaluation. Therefore, the committee decided that, although largely subjective, the following procedures would constitute the evaluation program in Bristow:

1. Through informal discussion in the policies committee to compare the practices of the Bristow schools with the stated aims of those schools.

2. To examine, in the same manner, the expressed philosophy of the schools and the current practices of the teachers in the schools.

3. To set up, from the related reading, the principles upon which a good supervision program should be based, and to provide a check sheet for checking the principles underlying the Bristow program.

4. To follow a similar procedure with respect to the areas of supervision.

5. In a similar manner, to check the personal qualities of the supervisors.

6. To develop a questionnaire by which teachers could indicate their reactions to the program.

7. To develop a questionnaire-interview technique whereby the administrative group could indicate its reaction to the program.

8. To compare the teacher and administrator reactions.

9. To use illustrative examples, from the Bristow program, to support all conclusions, attitudes, and reactions arising from the program.

10. To compare the expressed aims of the supervisory program with the results observed and with the teachers' opinions with respect to the program.

In general, this would be an evaluation of the program with respect to its effects and would answer such questions as: Does the school practice reflect more accurately the accepted philosophy and aims of the school? What is the evidence of professional growth of the staff? What is the pupil reaction to the program? What studies have been made? What changes have been made in the curriculum, course offerings, and methods of teaching? This plan would also evaluate the program in terms of its activities by answering such questions as: Has the use of enrichment material and community resources been increased? Are the classrooms more active? Are the activities of the program in accord with commonly accepted activities of supervisory programs? It would also provide for measuring the characteristics of the supervisors as compared with those traits of character and personality generally accepted as desirable in supervisors.

1. Bristow Practices and the Aims of Education

The first stated aim of the Bristow schools was "to develop salable skills." This would include basic skills and vocational training. With respect to basic skills, the results of the Iowa High School Content Examination may be taken as an index that the program in basic skills is producing results that are comparable with those results obtained by other schools using this measure of academic success. (Table 4.) The Barrett-Ryan Grammar Test, given to all seniors from 1943-1947, also indicates that

the program in technical English is functioning by producing results which are above the national medians of students taking those tests. (Table 5.) It is true that the results for 1947, on the Iowa and Barrett-Ryan Tests, are not as good as for 1946, but the nature of the class and a change in teaching personnel may have been factors. The scores are still above the national medians.

On the grade and junior high levels, the Stanford Achievement test scores may be taken as a measure of the success of the basic skills and knowledges program. These also show scores equal to or above the national medians (Tables 6 and 7) at the elementary level. Only one set of scores is available at the junior high level, as the 1946-1947 program called for a change in the grade level at which time the test was to be given because of a re-organization which made the ninth grade a part of the junior high school. The test will henceforth be given at the ninth grade level, instead of eighth. Inasmuch as the present ninth grade had had the test at the eighth grade level, it was not repeated. Results of the test are less favorable to the program at this level than at either the elementary or senior high levels. (Table 8.)

One additional measure of the success of this program may be found in the fact that of the sixty-three freshmen entering the junior college in September, twenty were assigned to Remedial English on the basis of scores on the Barrett-Ryan-Schrammel English Test. Of these twenty, only six were products of the Bristow schools.

With respect to course offering as vocational preparation, the Bristow program offers a four-year course in Home Making, a three-year course in Vocational Agriculture, a series of courses in general shop work, courses in industrial shop, a general course in Occupations and Occupational Guidance,

and a series of courses in commercial work, including shorthand, typing, bookkeeping, accounting, business English, and secretarial practice. A second year of typing has recently been added, together with a second year of shorthand. Office Practice will be offered in September, 1947. Students in the commercial field are given opportunities to practice in the school offices as regular secretarial assistants. Students interested in teaching as a career are given special instruction in the Future Teachers of America program and are given experience by substituting in the regular classes of the elementary and junior high schools. The program will be extended to give practice at the senior high level during the year 1947-1948.

The second aim of the Bristow schools was health and physical fitness. The program in health and physical fitness begins in the first grade and extends throughout the entire system. It is a compulsory part of the program for every child, unless physically handicapped, through the ninth grade. This latter grade was added during the year 1946-1947. It is an optional program at the senior high school level. In addition, a regular program of athletic participation begins at the upper elementary level and extends throughout the system.

The third aim, that of better citizenship, has been incorporated into the social studies program as a part of the program in social living, as indicated in the chart found on page 78 of Chapter IV. At the junior high level, one whole year of the social studies program is devoted to this topic. In addition, training in citizenship is aided through the work of the Student Council. In Bristow, the students of the school maintain and operate a Youth Center, making and enforcing their own rules of citizenship. The assemblies are also handled by a student group. The band is organized on a democratic basis, with students assuming much responsibility for its government.

TABLE 4

SUMMARY OF IOWA HIGH SCHOOL CONTENT MEDIANS FOR MAY TESTING OF SENIORS, 1943-1947

Subject	Year 1943	1944	1945	1946	1947
English	59	62	83	85	62
Mathematics	70	72	66	55	60
Science	43	63	64	50	64
Social Studies	58	72	55	65	54
Total	60	68	68	63	59 *
Median IQ			106	107	105

*All scores are percentile ratings
Standard 50

TABLE 5

SUMMARY OF BARRETT-RYAN ENGLISH TEST MEDIAN SCORES FOR MAY TESTING OF SENIORS, 1943-1947

	Year 1943	1944	1945	1946	1947
Median Percentile	65	70	55	65	60 *
Median IQ			106	107	105

*All scores are percentile rankings
Standard 50

TABLE 6

SUMMARY OF MEDIAN SCORE ON STANFORD ACHIEVEMENT TEST, GRADE THREE, 1946-1947

	Year						
	1941	1942	1943	1944	1945	1946	1947
Paragraph Meaning	5.8	7.2	7.2	6.8	6.8	7.2	7.4
Word Meaning	6.4	6.6	6.8	6.2	6.4	7.0	7.0
Average Reading	6.0	6.6	7.0	6.8	6.8	7.0	7.2
Language	6.0	7.0	8.3	7.6	6.8	8.4	8.5
Arithmetic Reasoning	6.6	7.2	8.3	7.4	7.2	7.4	7.2
Arithmetic Computation	6.6	7.4	9.3	7.6	7.8	7.6	8.3
Average Arithmetic	6.7	7.2	9.0	7.6	7.4	7.4	7.6
Literature	9.0	9.0	8.5	7.6	7.0	10.3	10.3
Social Studies (History)	7.2	6.7	7.8	6.2	5.9	8.1	7.4
Social Studies (Geography)	7.0	5.9	7.6	6.4	5.9	7.6	6.8
Average Social Studies	7.0	6.2	7.6	6.4	5.9	7.8	7.2
Elementary Science	6.4	7.6	7.4	6.8	7.8	7.0	8.5
Spelling	6.8	6.7	7.4	7.6	6.6	7.0	7.2
Total Average	6.6	7.2	7.6	7.0	6.8	7.6	7.8 *
Median IQ	105	102	102	100	100	97	101

*All scores are grade scores
Standard 6.7

TABLE 7

SUMMARY OF MEDIAN SCORE ON STANFORD ACHIEVEMENT TEST, GRADE THREE, 1946-1947

	Year	
	1946	1947
Paragraph Meaning	4.2	3.8
Word Meaning	3.9	3.7
Average Reading	4.1	3.8
Spelling	3.8	3.8
Arithmetic Reasoning	3.8	3.8
Arithmetic Computation	3.8	3.8
Average Arithmetic	3.7	3.7
Total Average	3.7	3.7
[illegible]	[illegible]	100
Median Chronological Age	9-3	9-3

TABLE 8

MEDIAN SCORES ON STANDARD ACHIEVEMENT TEST,
GRADE EIGHT, 1946

	Standard Median	Bristow Median
Paragraph Meaning	8.8	8.3
Word Meaning	8.8	8.3
Average Reading	8.8	8.3
Language Usage	8.8	7.8
Arithmetic Reasoning	8.8	8.5
Arithmetic Computation	8.8	9.5
Average Arithmetic	8.8	9.3
Literature	8.8	10.0
Social Studies (History)	8.8	7.4
Social Studies (Geography)	8.8	7.8
Average Social Studies	8.8	7.6
Elementary Science	8.8	8.5
Spelling	8.8	8.8
Total	8.8	8.1

With respect to Family Life, the next stated aim, this is a part of the regular academic program in elementary school social studies and is definitely a part of the homemaking program at the senior high level. It is included in the regular program of social studies at the junior high level with a special unit in the ninth grade devoted to it. Most of this emphasis on family life came with the revised curriculum developed during the two years from 1945 to 1947.

The next aim, that of wiser purchasing of goods and services, has been less definitely incorporated into the program. Much of the work in this area is still incidental, although some work is being done in the thrift aspect of the social studies program.

The growth or development of scientific method comes naturally as a result of the problem method of teaching recommended by the teachers in 1945 and very generally put into operation during the school year of 1946-1947.

The program in appreciation of literature, art, music, and nature is also a part of the broadened curriculum

Art is a part of every student's program through the first six grades. It is optional thereafter. Music is a part of the program of every child through the first eight grades and then becomes optional. Both instrumental music (band, orchestra, and piano) and vocal music are offered. In addition, the concomitant learnings of the social studies units offer opportunities for the student talented in one of these areas to make special contributions to the learning of the group. Talented students are also given ample opportunity to participate in public performances. Every child in the grade schools has a regular library period during which much work in literature is done. The test scores (Tables 6 and 7) previously cited show this. At the high school and junior high school levels, the program in literature is centered about

enjoyment of literature rather than on a structural study of literature. Ample libraries are provided at these levels also. Literature units also provide concomitant learnings in art and music. The program in natural science has been adopted as a part of the regular social studies program at the lower levels and there is a regular science program during the upper six grades. All pupils take science through the ninth grade under the new program, and science becomes optional at the tenth grade.

With respect to use of leisure time, there is little direct work. The Youth Center, run by the students and sponsored by the school, is perhaps the most tangible effort in this direction. However, the art, music, literature, and physical education programs all contribute. The social activities of the various classes, their parties, picnics, excursions, and line parties all play a part.

Respect for other persons comes under the heading of personal and social living, a part of the social studies program through the organization of the school program itself.

The social problem approach to social studies and the problem method of teaching contribute to thinking clearly and rationally. The English program, as shown by the standard test results previously cited, is one indication of the ability to express a thought clearly and correctly. This program also gives some index to the ability to read with understanding.

Thus, in the opinion of the policies committee, the Bristow schools have made a definite attempt to bring their program into accord with their expressed aims and have had a measure of success. Admittedly, the judgment is subjective.

2. Bristow Practices and the Philosophy of Education

The accepted philosophy of the Bristow schools is quoted in Chapter III, page 26 of this study. It was the consensus of opinion of the Policies Committee that the program in Bristow was becoming more and more in accord with the stated philosophy. Its attention to individual needs and differences through extended course offerings and adaptations of courses under the problem method with its provision for varied learning activities and varied culminating activities was definitely a step toward "education for all the children." The use of multiple materials on varied levels of difficulty under this same method, helped to provide for those children who learned at varying rates. The new promotion policy of the first three grades, which practically eliminated failures, was another step in this direction. The changed course in English at the senior level which provided for special interests of the secretarial group, the terminal group, and the college-bound group was yet another approach toward this ideal. The group decided that while the ideal had not been attained, progress toward it was evident.

As new units were developed, more attention was paid to the needs of the children as they helped to set up the objectives, the problems, and the possible approaches to the solutions of these problems. The tendency to reduce and even eliminate failure was also in accord with this phase of the philosophy.

The use of the classroom as a laboratory and the lessened emphasis on "homework" tended toward socialization within the school. The greater participation of the students in the government and the organization of the activities of the school were socializing factors. Bringing in people from the community and community excursions and projects also played a part. The modification of the social studies program and the emphasis on broader units were an

effort to make the program more significant socially.

Truly "as a teacher thinketh, so is he" expresses the attempt of the Bristow teachers to modify their progress in accordance with their philosophy.

3. The Opinions of Authorities and the Bristow Program

The Principles of Supervision

From the survey of related readings in the field of supervision, the following statement of principles of supervision was compiled. It summarizes the many points of view of the various authorities in the area.

The program in supervision should:

1. be well planned and based on a survey of existing conditions. The program in Bristow was a definitely planned program based on a survey of the existing aims and philosophy of the Bristow schools. It was originated in the expressed ideas and problems of those schools. It provided definitely for in-service education curriculum revision, and general supervisory practices and activities, all in the light of the expressed desires of the persons involved in the program.

2. be democratic, scientific, and philosophic. It should give training and guidance based on scientific method, philosophic method, and a democratic philosophy. The Bristow program was essentially democratic. It started with the needs of the teachers concerned and developed through their suggestions and efforts as described in Chapter IV. Another proof that it was democratic is found in the increase in the number of times the teachers voluntarily sought the aid of the supervisors; in the increased participation of teachers in curriculum planning and revision; in the increased emphasis given to the policies committee as representative of teacher interests; in the increased participation by teachers in planning and carrying out teachers' meetings and group meetings; and in the adoption, by the administration, of teacher

suggestions for continued study and improvement. In addition, teachers made more suggestions for textbooks and other materials of instruction. No new books were adopted for class use without teacher recommendation.

The program was scientific in that it stressed a survey of existing conditions in the schools, the setting up of tentative plans, and the revision of those plans in the light of the findings. It emphasized the scientific method of approaching instructional problems through group methods. It called attention to such procedures as age-grade survey reports of pupil progress. It encouraged the use of questionnaires and other similar inquiries for finding out what other schools were doing, and the reading of professional literature to determine the thinking of authorities in the field.

The Bristow program was philosophic in that it recognized the fact that social questions could be dealt with intelligently only as subject matter, method, and human nature were so integrated that unity or totality of education resulted. It accepted the fact that learning and activity were concomitant, both for teachers and students, and that knowledge, scientific thinking, attitudes, and interests were essential to progress.

3. <u>provide educational leadership which gives stimulation.</u> The increased professional reading is one evidence of stimulating leadership. The professional library was more than tripled during the two-year period, and the weekly check-outs averaged eighteen as compared with five at the beginning of the program. Increased teacher dissatisfaction with their individual practices, methods, and units, and their desire to "do something about it" was still another evidence. During the second year of the work many teachers voluntarily sought the aid of the supervisors to improve their own practices. Two groups of teachers asked, in May, for special workshops in their fields in August of 1947, so that they might be better prepared for the opening of

school in September. More teachers expressed an interest in attending summer school terms to "brush up" on newer trends in educational thinking.

4. provide for acquisition of knowledges, skills, and attitudes. The testing program and its results, referred to in the section on "The Aims of Education and the Bristow Schools" in this chapter, and Tables 4 and 7 are evidence that the program is providing this development.

5. emphasize individual growth, flexibility of organization, common good, participation by all, and human relationships. With the faculty, the evidence is found in the group participation in curriculum development and professional study. The problem method, now almost unanimously accepted as desirable in all fields and at all levels, was the pupil approach to the same ideal. The visual education program, addition of courses, re-adjustment of over-age pupils, excursions, use of community facilities, and the laboratory approach to classroom organization and of the recognition of the human relationships existing in the educational program.

6. provide for research, evaluation, and improvement. The professional study program and the curriculum revision program stressed research. Surveys of existing conditions and practices led to evaluation. Evaluation led to improvement.

7. help teachers to analyse their own work and encourage them to bring their own problems to group and general meetings. All group and general meetings, except those purely administrative nature, were based on teacher problems and, in general, were teacher planned. Teachers were active participants in all such meetings.

8. be known by such results as: (a) improved learning results, (b) socially useful activities, (c) unity of effort throughout the school, (d) better use of available resources and materials, (e) recognition of inter-dependence

of all subjects, (f) improved classification and promotion practices, (g) recognition of the fact that learning is inherent in living and that the child learns as a whole, i. e. that no learning occurs in isolation but that there is always concomitant learning, (h) improved curriculum that helps boys and girls deal with meaningful social and personal problems and gives equal opportunity for all pupils and broader experiences.

The standard test results, Tables 4-8, show that, in general, learning results are equal to or better than learning results under the old program. Socially useful activities are provided for in the new units which have been planned. Group work on group problems has resulted in greater unity of educational effort throughout the school. The expanded program in visual education, the community surveys, the use of local persons as resources have all resulted in better use of available resources and materials. The interdependence of all subjects is evident in the concomitant learnings provided for in all new units. The program of failure elimination in the lower grades, the individualization of instruction, and the adjustment of over-age pupils by advancing them one or more grades to permit them to work with their own social groups are all evidence of improved classification and promotion policies. The "social problem" units of the social studies program provide definitely for unity of the child's learning and recognition of the fact that no subject, and no problem is confined to a single course, department, or area. All course revision has attempted to recognize individual differences and to provide a more social learning situation.

9. <u>work out group problems co-operatively.</u> The professional study program, the curriculum revision program, and the problem approach to classroom teaching are all evidence of the co-operative group approach to problems of common interest.

10. seek leadership. All professional study, all general meetings, all curriculum revision, and all group meetings were led by teachers and teachers were the major participants. Several potential leaders were discovered and used.

11. be: (a) continuous, (b) conservative, (c) progressive, (d) constructive, (e) flexible, (f) integrated, (g) creative. The program in Bristow has been continuous over a two-year period and is to be continued, by teacher vote, with minor modification. The modification suggested by the teachers was less than had been desired and anticipated. The program was conservative in that it operated within the existing framework, proceeding from minor modifications within that framework toward complete changes. It was progressive in that it welcomed all well thought through suggestions and succeeded in changing many practices within the school. It was constructive in that it tore down nothing, but did make improvements. It was flexible,for at all times it was modified to suit the individual situations. There was no "authoritative" program handed down for adoption. It was integrated in that the general supervisor acted as a resource in all areas and at all levels. In a few cases, integration was weakened by the division of supervisory responsibility at the upper levels. It was creative in that it followed no set, inflexible plan, but was built around generally accepted principles and modified to meet conditions in Bristow.

In general, the opinion of the policies committee was that the program in Bristow did conform to basic principles underlying supervisory programs as proposed by authorities and frontier thinkers in the field.

The Areas of Supervision

Authorities agree that the areas of supervision should include:

1. The aims of education
2. The philosophy of education

3. Curriculum and course content
4. Methods of classroom organization and teaching
5. Research
6. Textbooks and materials
7. Teacher adjustment
8. In-service development

Chapters III and IV have discussed the work in all areas excepts numbers six and seven. The work here was less definite, although teachers were given more voice in the selection of texts and materials. The problem of teacher adjustment was eliminated from the supervisor's program by administrative thought at the beginning of the program, and the only provision made for it was through conferences before the opening of school for all teachers new to the system and by individual conferences when teachers voluntarily brought their personal problems to the supervisor.

The Activities of the Supervisor

What should the activities of the supervisor be, according to authorities? Those most commonly listed show:

1. Observation
2. Testing
3. Reading lists
4. Curriculum revision
5. Selecting and making available books, materials, and supplies
6. Rating teachers
7. Group meetings
8. Individual conferences
9. General meetings
10. Bulletins
11. Course of study building and revision
12. Demonstrations
13. Pre-view of audio-visual materials

Chapters III and IV, whih give the story of the program in action show that all recommended activities of the supervisor, with the exception of six and thirteen, were a definite part of the program in Bristow. Number six was eliminated at the beginning of the program when teachers stated that they did not wish to be rated. This is sound, for rating frequently interferes

with the desirable human relationships of the program. Furthermore, in Bristow, the belief is that the "job" should be rated, rather than the person doing the job. The visual aid program was apart from the program in supervision and was conducted by a specialist in the field. The only work of the supervisor in this area was to encourage the use of the visual aids which were available under the special program.

The Characteristics of the Supervisor

What kind of person should the supervisor be? Authorities answer the question by stating that a supervisor should be:

1. Democratic
2. Kindly and sympathetic
3. Inspirational
   a. Frontier
   b. Philosophic
   c. Sensitive to new ideas
   d. Conscientious
   e. Creative
4. Social and human
   a. like people
   b. meet people easily
   c. understand human nature and be in sympathy with it
   d. not
      (1) a "know-it-all"
      (2) seeking self-aggrandizement
5. Interested, co-operative, and helpful
6. Professionally enthusiastic and hard-working
7. Impartial and objective
8. Approachable, accessible, and resourceful
9. A dynamic, creative leader
10. Loyal, responsible, and sensible
12. One who knows "supervision" and is a believer in his unique educational function
13. Intelligent, scientific, and a philosophic thinker
14. Sincere, flexible, and adaptable
15. One who has ability in public speech and whose ability is recognized
16. One who has broad interests
17. One who has liberal general preparation for work
18. One who has superior professional preparation
19. One who has successful professional experience

Inasmuch as the formal rating of "persons" played no part in the Bristow program and was replaced by the rating of the "job" being done, a comparison

of the supervisor's characteristics with those set up by authorities had to be a matter of indirect rather than direct comparison. In choosing persons to do supervision, the desirable characteristics of a good supervisor had been taken into consideration.

The general supervisor, or director, was a teacher with fifteen years of successful, professional experience in the classrooms of the Bristow schools. This experience had been at all three levels of the system. The supervisor had also had successful teaching experience in the Education Department of a graduate School of Education. She had also had experience as a head of a department within the school system and with direct supervision in one departmental area. She had participated in earlier curriculum revision in three departments of the schools. Her formal education included a subject matter major at the bachelor's level, an elementary education major at the master's level, and a doctorate in secondary education, with an accompanying major in educational philosophy.

The principal of the secondary school, who also served as a supervisor at that level, had had three years of successful experience in the Bristow schools as principal, and had had previous successful experience in other schools as teacher and administrator. He had one degree in a subject matter field, and one in educational administration.

The junior high school principal held a Bachelor's and a Master's degree in Elementary Education. She had had sixteen years of successful experience in Bristow as a teacher and as a principal in that system.

The personal qualifications of these supervisors, other than preparation and experience, could not be evaluated by the policies group without recourse to a rating sheet. Therefore, this phase of examining the characteristics of the supervisors was left until a study could be made of teacher reactions to

to the program. This will be discussed in Section Four of this chapter.

4. Teacher Reactions to the Supervisory Program

This phase of evaluation was divided into two parts. The first aspect of this evaluation was approached through a questionnaire based on one used by Morrison.[1] This was known as Questionnaire "A". The results of the survey are summarized in Tables 9, 10, 11, 12, 13, and 14. The results are not wholly adequate because, due to changing personnel during the two-year period and to the specialized program at the upper levels, there were many questions left unanswered on each questionnaire. Of the total possible number of answers, 1472, there were 478 "no answer" responses. This was 32 per cent of the total. At the high school level, the per cent of "no answer" responses was 44 per cent; at the junior high level, 25 per cent; and at the elementary level, 29 per cent. High school teachers still felt, as they had at the beginning of the program, that "supervision" applied less to them than to the grade schools. With respect to methods of teaching, the per cent of "no answer" was 42, with 53 per cent at the high school level, 29 per cent at the junior high level, and 42 per cent in the grades. In part, this may be accounted for in that the grades had already begun work on the problem method before the inception of the program. With respect to pupil growth, the total per cent of "no answer" was 28 per cent, with 40 per cent, 30 per cent, and 25 per cent at the senior, junior, and grade levels respectively. In the area of classroom organization, the total per cent was 41, with 50, 42, and 35, respectively at the different levels. Under the heading of materials and supplies, the total per cent of "no answer" was 24, with 43 per cent in the high school, 15 per cent in the junior high, and 17 per cent in the grades. Professional growth in service

---

[1] Morrison, op. cit., p. 205.

rated a 25 per cent "no answer" total, with 41 per cent, 16 per cent, and 24 per cent at the respective levels. In general, methods of teaching ranked highest in "no answer" responses, with classroom organization, pupil growth, professional growth, and materials and equipment following in that order. In the high school, the order was: methods of teaching, classroom organization, materials and equipment, professional growth, and pupil growth. At the junior high level, the order was classroom organization, pupil growth, methods of teaching, professional growth, and materials of instruction. At the elementary level, it was: methods of teaching, classroom organization, pupil growth, professional growth, and materials of instruction. In all areas, the high school ranked highest in "no answer." These results are shown in Table 9.

Tables 10, 11, and 12 give the number of individual responses to the questionnaire. Table 13 gives the total number of responses to the individual questions. Table 14 summarizes each area in terms of per cents, as well as in number of responses. A study of these tables reveals that, in general, the program was rated as successful by those teachers rating it.

With respect to methods of teaching, 97 per cent of the answers indicated that the program had been helpful, as 36 per cent rated it moderately helpful, while 61 per cent rated it very helpful. Three per cent indicated that it had not been helpful to them.

With respect to pupil growth, 98 per cent considered the program helpful; 40 per cent felt it had been moderately helpful; 58 per cent felt that it had been very helpful. Two per cent felt that it had failed to help them.

In the area of classroom organization, 99 per cent rated the program helpful, with 38 calling it moderately helpful and 60 per cent calling it very helpful. Only one per cent felt it had not been helpful.

With respect to materials of instruction, equipment, and supplies, 4 per cent found the program not helpful; 96 per cent found it helpful, with 31 per cent and 65 per cent rating it moderately or very helpful, respectively.

In considering professional growth in service, 98 per cent considered the program helpful; 58 per cent very much so and 40 per cent moderately so. Two per cent failed to find it helpful at all.

In Table 14, the difference between the high school and the other levels again becomes apparent, as in all five areas the per cent of high school teachers finding the program "not helpful" was higher than that at any other level. More teachers at the high school level found the program "moderately helpful" than did those at the other levels. With the exception of professional growth in service, the grade teachers rated the program "very helpful" more than did any other group. In this area, the highest rating was given by the teachers at the junior high level. Again, the per cent of high school teachers rating the program "very helpful" was lower than the per cent of any other group. From these tables, the conclusion may be drawn that the program, when judged by the teachers involved, functioned best at the elementary level, next at the junior high level, and least of all at the high school level. The total rating of the program revealed that 2 per cent of the teachers answering the questionnaire felt that the program had not helped them; 38 per cent felt that it had been moderately helpful; and 60 per cent of the total answers rated the program very helpful.

A second questionnaire, "B", more informal in nature, was then given to all teachers with the results shown in Table 15. The primary purpose of this questionnaire was to establish teacher attitudes toward the supervisors and

TABLE 9

TEACHER "NO ANSWER" REACTION TO THE SUPERVISORY PROGRAM IN THE BRISTOW SCHOOLS, SEPTEMBER 1945 - MAY 1947

Area	Per Cent of "No Answer"			
	Total	High School	Junior High	Grades
Methods of Teaching	42	53	29	42
Pupil Growth	28	40	30	25
Classroom Organization	41	50	42	35
Materials of Instruction	24	43	15	17
Professional Growth	25	41	16	24

TABLE 10

REACTIONS OF BRISTOW HIGH SCHOOL TEACHERS TO THE SUPERVISORY PROGRAM, 1945-1947

	Not Helpful	Moderately Helpful	Very Helpful
I. Methods of Teaching			
a. Interpretation of aims and objectives	0	7	4
b. Suggestions concerning methods	0	7	2
c. Constructive criticism of teaching observed	1	1	3
d. Demonstration teaching in classrooms	0	0	1
e. Diagnosis of teaching difficulties	1	2	2
f. Advice concerning individual needs and difficulties	0	2	3
g. Evaluation of results of instruction	1	5	4
h. Use and interpretation of standard objective measures	0	6	2
i. Construction and interpretation of informal objective measures	0	2	3
Total	3	32	24
Per Cent	5	54	41
II. Pupil Growth			
a. Suggestions for increased pupil participation leading to social growth	0	4	4
b. Suggestions for worthwhile pupil activities	1	6	3
c. Helpful evaluation of pupil activities	0	3	4
d. Suggestions concerning individual pupil problems	0	5	4
e. Suggestions for better understanding of child nature	0	6	2
Total	1	24	17
Per Cent	2	57	41

TABLE 10 - Continued

	Not Helpful	Moderately Helpful	Very Helpful
III. Classroom Organization			
a. Suggestions concerning economical use of time and effort	0	2	2
b. Suggestions concerning better use of materials, supplies, and equipment	0	4	3
c. Suggestions concerning organization of pupil groups	0	6	3
d. Suggestions concerning individual and committee organization of work periods	1	3	4
Total	1	15	12
Per Cent	4	53	43
IV. Materials of Instruction, Equipment and Supplies			
a. Help in adapting materials to pupil needs	1	6	0
b. Interpretation of courses of study, outlines, etc.	1	4	1
c. Help in obtaining materials of instruction, equipment, and supplies	1	4	6
d. Help in writing improved courses and units of study	1	5	2
Total	4	19	9
Per Cent	13	59	28
V. Professional Growth in Service			
a. Constructive teachers' meetings	1	6	6
b. Best practices of the entire corps of teachers recognized	0	6	2
c. Cooperative curriculum revision	1	4	3
d. Suggestions for professional study	1	8	2
e. Better knowledge of problems solving technique	0	3	2
f. Better understanding of group participation	1	4	1

TABLE 10 - Continued

	Not Helpful	Moderately Helpful	Very Helpful
g. Experimentation by teachers encouraged	0	7	3
h. Teacher suggestions accepted, considered, and used when possible	0	8	2
i. Recognition given to teacher participation in planning	1	6	3
j. Use of teacher leadership in meetings, discussions, etc.	2	5	5
Total	7	57	29
Per Cent	8	61	31

TABLE 11

REACTIONS OF JUNIOR HIGH SCHOOL TEACHERS TO THE SUPERVISORY PROGRAM IN BRISTOW, 1945-1947

	Not Helpful	Moderately Helpful	Very Helpful
I. Methods of teaching			
a. Interpretation of aims and objectives	0	4	6
b. Suggestions concerning methods	0	5	4
c. Constructive criticism of teaching observed	0	3	5
d. Demonstration teaching in classrooms	0	0	3
e. Diagnosis of teaching difficulties	0	2	3
f. Advice concerning individual needs and difficulties	0	3	6
g. Evaluation of results of instruction	1	2	5
h. Use and interpretation of standard objective measures	1	3	1
i. Construction and interpretation of informal objective measures	0	7	0
Total	2	29	53
Per Cent	3	45	52
II. Pupil Growth			
a. Suggestions for increased pupil participation leading to social growth	0	2	5
b. Suggestions for worthwhile pupil activities	0	4	4
c. Helpful evaluation of pupil activities	0	2	4
d. Suggestions concerning individual pupil problems	0	1	6
e. Suggestions for better understanding of child nature	0	5	2
Total	0	14	21
Per Cent	0	43	57

TABLE 11 - Continued

	Not Helpful	Moderately Helpful	Very Helpful
III. Classroom Organization			
a. Suggestions concerning economical use of time and effort	0	2	4
b. Suggestions concerning better use of materials, supplies, and equipment	0	2	3
c. Suggestions concerning organization of pupil groups	0	4	4
d. Suggestions concerning individual and committee organization of work periods	0	2	2
Total	0	10	13
Per Cent	0	43	57
IV. Materials of Instruction, Equipment, and Supplies			
a. Help in adapting materials to pupil needs	0	4	4
b. Interpretation of courses of study, outlines, etc	1	3	5
c. Help in obtaining materials of instruction, equipment, and supplies.	0	1	8
d. Help in writing improved courses and units of study	0	1	7
Total	1	9	24
Per Cent	3	26	71
V. Professional Growth in Service			
a. Constructive teachers meetings	0	3	7
b. Best practices of the entire corps of teachers recognized	0	4	2
c. Co-operative curriculum revision	0	1	8
d. Suggestions for professional study.	0	0	8
e. Better knowledge of problem solving technique	0	1	9
f. Better understanding of group participation	0	1	8
g. Experimentation by teachers encouraged	0	3	5

TABLE 11 - Continued

	Not Helpful	Moderately Helpful	Very Helpful
h. Teacher suggestions accepted, considered, and used when possible...	0	5	3
i. Recognition given to teacher participation in planning.....	0	2	5
j. Use of teacher leadership in meetings, discussions, etc.....	0	4	5
Total.....	0	24	60
Per Cent.....	0	29	71

TABLE 12

REACTIONS OF BRISTOW GRADE TEACHERS AND THE SUPERVISORY PROGRAM 1945-1947

	Not Helpful	Moderately Helpful	Very Helpful
I. Methods of Teaching			
a. Interpretation of aims and objectives	0	3	12
b. Suggestions concerning methods	0	6	12
c. Constructive criticism of teaching observed	0	2	14
d. Demonstration teaching in classrooms	0	0	7
e. Diagnosis of teaching difficulties	0	2	12
f. Advice concerning individual needs and difficulties	1	1	13
g. Evaluation of results of instruction	0	3	8
h. Use and interpretation of standard objective measures	1	3	7
i. Construction and interpretation of informal objective measurement	0	5	3
Total	2	25	88
Per Cent	2	22	76
II. Pupil Growth			
a. Suggestions for increased pupil participation leading to social growth	0	5	12
b. Suggestions for worthwhile pupil activities	0	4	14
c. Helpful evaluation of pupil activities	1	7	10
d. Suggestions concerning individual pupil problems	1	6	11
e. Suggestions for better understanding of child nature	0	7	11
Total	2	29	58
Per Cent	2	33	65
III. Classroom Organization			
a. Suggestions concerning economical use of time and effort	0	4	11
b. Suggestions concerning better use of materials, supplies, and equipment	0	4	10
c. Suggestions concerning organization of pupil groups	0	5	9

TABLE 12 - Continued

		Not Helpful	Moderately Helpful	Very Helpful
	d. Suggestions concerning individual and committee organization of work periods	0	4	10
	Total	0	17	40
	Per Cent	0	30	70
IV.	Materials of Instruction, Equipment and Supplies			
	a. Help in adapting materials to pupil needs	0	7	13
	b. Interpretation of courses of study, outlines, etc	0	5	13
	c. Help in obtaining materials of instruction, equipment, and supplies	0	4	15
	d. Help in writing improved courses and units of study	0	0	16
	Total	0	16	57
	Per Cent	0	22	78
V.	Professional Growth in Service			
	a. Constructive teachers' meetings	0	8	12
	b. Best practices of the entire corps of teachers recognized	0	4	9
	c. Co-operative curriculum revision	0	4	13
	d. Suggestions for professional study	0	7	11
	e. Better knowledge of problem solving techniques	0	7	11
	f. Better understanding of group participation	0	6	8
	g. Experimentation by teachers encouraged	0	3	10
	h. Teacher suggestions accepted, considered, and used when possible	0	8	11
	i. Recognition given to teacher participation	1	3	12
	j. Use of teacher leadership in meetings, discussions, etc		7	11
	Total	1	57	108
	Per Cent	1	34	65

TABLE 13

TOTAL TEACHER REACTIONS TO THE BRISTOW SUPERVISORY PROGRAM 1945-1947

	Not Helpful	Moderately Helpful	Very Helpful
I. Methods of Teaching			
a. Interpretation of aims and objectives	0	14	22
b. Suggestions concerning methods	0	18	18
c. Constructive criticism of teaching observed	1	6	22
d. Demonstration of teaching in classrooms	0	0	11
e. Diagnosis of teaching difficulties	1	6	17
f. Advice concerning individual needs and difficulties	1	6	22
g. Evaluation of results of instruction	2	10	17
h. Use and interpretation of standard objective measures	2	12	10
i. Construction and interpretation of informal objective measurement	0	14	6
Total	7	86	145
Per Cent	3	36	61
II. Pupil Growth			
a. Suggestion for increased pupil participation leading to social growth	0	11	21
b. Suggestions for worthwhile pupil activities	1	14	21
c. Helpful evaluation of pupil activities	1	12	18
d. Suggestions concerning individual pupil problems	1	12	21
e. Suggestions for better understanding of child nature	0	18	15
Total	3	67	96
Per Cent	2	40	58

TABLE 13 - Continued

	Not Helpful	Moderately Helpful	Very Helpful
III. Classroom Organization			
a. Suggestions concerning economical use of time and effort	0	8	17
b. Suggestions concerning better use of materials, supplies, and equipment		10	16
c. Suggestions concerning organization of pupil groups	0	15	16
d. Suggestions concerning individual and committee organization of work periods	1	9	16
Total	1	42	65
Per Cent	1	39	60
IV. Materials of Instruction, Equipment and Supplies			
a. Help in adapting materials of instruction to pupil needs	1	17	17
b. Interpretation of courses of study, outlines, etc	2	12	19
c. Help in obtaining materials of instruction, equipment and supplies	1	9	29
Total	5	44	90
Per Cent	4	31	65
V. Professional Growth in Service			
a. Constructive teachers' meetings	1	17	25
b. Best practices of the entire corps of teachers recognized	0	14	13
c. Co-operative curriculum revision	1	9	24
d. Suggestions for professional study	1	15	21
e. Better knowledge of problems solving techniques	0	11	22
f. Better understanding of group participation	1	11	17
g. Experimentation by teachers encouraged	0	13	18
h. Teacher suggestions accepted, considered, and used when possible	0	21	16
i. Recognition given to teacher participation in planning	2	11	20

TABLE 13 - Continued

	Not Helpful	Moderately Helpful	Very Helpful
j. Use of teacher leadership in meetings, discussions, etc.....	2	16	21
Total.....	8	138	197
Per Cent.....	2	40	58

the relation between supervisors and teachers. Only a few of the twenty-five questions related to the program rather than to the supervisors, and these, in general, called for self-evaluation on the part of the teacher. Question 25 asked for definite suggestions for the improvement of the supervisory program, if the teachers wanted it continued. Thirty-four teachers asked that the program be continued, while twelve failed to answer the question. Eight of these twelve were not returning to the system, and felt that the question did not apply to them. Very few suggestions for changes or modification were made. These were:

1. More teaching by the supervisor in the teacher's classroom.
2. More help in testing and evaluating pupils' work.
3. More help in using community resources.
4. More departmental meetings in the English Department.
5. More help with committee and group work.
6. Further professional study in small groups.

In considering the summary of teacher responses, the following general statements can be made: Of the possible 1150 responses, 164, or 14 per cent were left blank. Of these blanks, 82, or 50 per cent, were in the high school reports; 21, or 12 per cent, were in junior high; and 61, or 38 per cent, were in the grade reports. This, again, indicates that the high school teachers, as a group, felt that the program in supervision concerned them less than it did the others.

The supervisors were definitely rated "approachable", as 45 of the 46 blanks answered this question "Yes." Forty-two teachers indicated that they had had "direct" aid from the supervisors; forty-one had sought the aid of the supervisors voluntarily. Forty-four found the supervisors both capable and considerate. Forty-four felt that the supervisor's attitudes had been helpful rather than critical. Forty-four stated that they had never been refused any help for which they had asked. Forty-five said the supervisors

TABLE 14

SUMMARY OF TEACHER REACTIONS TO THE SUPERVISORY PROGRAM, BRISTOW, 1945-1947, BY EDUCATIONAL DIVISIONS

	Not Helpful		Moderately Helpful		Very Helpful	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
I. Methods of Teaching						
High School	3	5	32	54	24	41
Junior High	2	3	29	45	33	52
Grades	2	2	25	22	88	76
Total	7	3	86	36	145	61
II. Pupil Growth						
High School	1	2	24	57	17	41
Junior High	0	0	14	40	21	60
Grades	2	2	29	33	58	65
Total	3	2	67	40	96	58
III. Classroom Organization						
High School	1	4	15	53	12	43
Junior High	0	0	10	43	13	57
Grades	0	0	17	30	40	70
Total	1	1	42	39	65	60
IV. Materials of Instruction, Equipment, and Supplies						
High School	4	13	19	59	9	28
Junior High	1	3	9	26	24	71
Grades	0	0	16	22	57	78
Total	5	4	44	31	90	65
V. Professional Growth in Service						
High School	7	8	57	61	29	31
Junior High	0	0	24	29	60	71
Grades	1	1	57	34	108	65
Total	8	2	138	40	197	58
Grand Total	24	2	377	38	593	60

TABLE 15

TEACHER RESPONSES TO QUESTIONNAIRE "B" OF SUPERVISION EVALUATION PROGRAM, MAY, 1947

	High School		Junior High Grades		Total		No Answer
	Yes	No	Yes	No	Yes	No	
Have you found the supervisor approachable?	13	0	10	0	22 0	45 0	1
Have you received DIRECT aid from the supervisor?	11	2	10	0	21 1	42 3	1
Have you ever voluntarily sought the aid of a supervisor?	12	2	9	1	20 1	41 4	1
Have you found the supervisors, in general, capable of meeting your problems?	12	1	10	0	22 0	44 1	1
Have the supervisors been considerate of you and your efforts?	12	0	10	0	22 0	44 0	1
Have the supervisors maintained a helpful rather than a destructively critical attitude?	13	1	10	0	21 0	44 1	1
Has recognition been given your work?	10	0	6	2	18 0	34 2	10
Have you asked for help and been refused?	0	12	0	10	0 22	0 44	2
Have the supervisors seemed sincere in their efforts to work with you?	13	0	10	0	22 0	45 0	1
Have you been encouraged to initiate activity programs, excursions, etc.?	9	2	7	2	17 2	33 6	7
Have your supervisor's visits helped your teaching?	3	4	7	1	18 1	28 6	12
Do you feel freer under the current program of supervision?	5	2	8	1	17 2	30 5	11

TABLE 15 - Continued

	High School		Junior High		Grades		Total		No Answer
	Yes	No	Yes	No	Yes	No	Yes	No	
Do you feel freer to use your own initiative?	9	1	9	1	16	4	34	6	6
Are you happier in your work?	10	1	9	0	17	1	36	2	8
Do you have a better understanding of school philosophy and policies?	12	1	9	1	22	0	43	2	1
Does your current school practice better reflect these policies?	9	0	9	1	21	0	39	1	6
Have you grown professionally?	11	1	10	0	21	0	42	0	4
Has the curriculum been improved?	12	1	8	1	18	1	38	3	5
Is your teaching program a more active one?	8	3	8	1	21	0	37	4	5
Do you use the library more?	4	4	7	3	17	1	28	8	10
Are you making use of richer materials?	8	2	6	0	19	0	33	2	11
Have you had a greater part in the whole school program?	6	2	7	1	14	0	27	3	16
Do you have a better understanding of what is expected of you?	9	1	10	0	14	2	33	3	10
Have your original suggestions for a supervisory program been reasonably well followed?	6	0	5	0	15	0	26	0	20
Do you want the supervisory program improved and continued?	9	0	9	0	16	0	34	0	12
Total	226	42	203	26	451	38	880	106	164

were sincere. Apparently, from these reports, the supervisors, in general, had been the kind of people to whom the teachers felt free to go for assistance, and from whom the teachers had received the help they needed. In this respect, then, the program can be rated successful in the opinion of the teachers.

Only thirty-four teachers felt that recognition had been given their efforts, thus indicating that perhaps the supervisors had been too sparing in praise for work well done and perhaps had simply taken good work for granted.

Only thirty-three reported definite encouragement in planning excursions, projects, and other activities. The is 72 per cent of the total number of teachers concerned, and although not all that could be desired, it does indicate a definite trend toward the ideal. Visitation by the supervisors, although requested by the teachers, was judged helpful by only twenty-eight of the teachers, just a little better than 60 per cent. Thirty teachers said they felt freer under the current type of supervision, thus indicating that there was still some measure of fear attached to the term "supervision." Freedom to act on their own initiative was reported by thirty-four; thirty-six were happier in their work than under former programs; forty-three reported a better personal understanding of school philosophy and aims; thirty-nine reported that their own practices had been modified to approach those aims; forty-two stated that they had grown professionally; and thirty-eight indicated an improved curriculum in their own areas. A more "active" program was reported by thirty-seven; better library and resources use by twenty-eight and thirty-three, respectively. Twenty-seven felt that they had had a more definite part in the "whole" school program, and thirty-three believed that they now understood better what was expected of them. Twenty-six agreed that their original suggestions for improvement in the program had been used, while twenty left this question unanswered. Of these twenty, fourteen had not been

in the school when the original suggestions were made. There were no negative votes cast on the question.

Of the twenty-five questions, seven received no unfavorable reactions. On the remaining eighteen questions, the unfavorable reactions ranged from one to eight, with increased use of the library ranking highest. The median number of unfavorable votes was three.

From this survey, it is evident that while not functioning perfectly, as yet, the program, in general, was believed by the teachers to have helped them definitely in most areas. Since no attempt had been made to identify the persons making the various responses, it is impossible to know why the teachers reacted unfavorably to certain items, or even which teachers did so. A check of the individual teachers making the unfavorable responses might reveal other items causing dissatisfaction than the program itself.

5. Administrators' Reactions to the Supervisory Program

The questionnaire used for checking the administrative reactions was similar to the one used for checking teachers' responses (Appendix W). All questions in Section I, Methods of Teaching, were answered affirmatively by the administrators in conference. However, the answers were qualified as the degree in which the program had functioned in this area. The consensus of opinion was that while progress had been made, much work in this area remained to be done. The same conclusion was reached with respect to Section II on Pupil Growth. Section III was affirmatively answered on the high school and junior high levels, but the elementary school principal felt that little progress - not enough to be called a trend - was evident at the elementary level. Section IV, dealing with use of materials and supplies, was rated similarly to Sections I and II, as was Section V on professional growth. Here the administrator who felt the greatest weakness was the junior high principal, although his teachers rated this program higher than did either

the high school or grade teachers.

The second part of this questionnaire, which involved self analysis by the supervisors, showed several things very clearly. First, some of the supervisors felt that at the inception of the program they had been well advanced, and, therefore, could be expected to make little progress. One of the supervisors, having never before served in such a capacity, felt that he had little to use as a standard for comparison of his present attitudes with those of the past. All agreed that a definite "yes" or "no" answer was impossible, as the degree in which the program had functioned in specific cases was a factor. All agreed, however, that the program had, in their opinion, been constructive and that it should be continued with special attention in those areas in which weaknesses were apparent as a result of this evaluation. They also agreed that they had a better concept of their own parts in the total program. Accepting "a measure of growth" as the criterion, they stated that the program had been successful.

With respect to suggestions for improvement, only one person in this group made any suggestions. This administrator felt that the teachers had not been "sold" on the program. However, the teachers in that division had rated the program, in general, higher than had the teachers of the other divisions, indicating, perhaps, that the administrator had not been "sold" rather than that the teachers had not.

In general, then, in the opinion of the administrative group, the program is functioning with a measure of success and should be continued for further growth and progress.

6. The Supervisor's Aims and the Bristow Program

The supervisor's aims, as listed in Chapter III, page 35, were fulfilled, in part. The supervisor's first aim, to help teachers through observation, conferences, and directed reading, with problems of classroom organization and management so that the pupil learning situation might be improved, was rated successful by both teachers and administrators, as discussed in Sections 4 and 5 of this chapter.

The second aim, to serve as a resource person, was fulfilled in that forty-four of the forty-six teachers reporting said that they sought the supervisor voluntarily, and that they had found the supervisor capable of helping them.

The third aim, that of encouraging initiative and creative effort, was rated successful by thirty-three of the teachers reporting. That it was not wholly successful may be due in part to the supervision, and in part to inhibition previously imposed.

The fourth aim, to help teachers grow professionally, was definitely successful when judged by the quality of the reports made on professional problems and by the fact that thirty-eight teachers of the group felt that they had grown professionally as a result of the program.

The fifth aim, to help teachers become more efficient, can best be rated in terms of professional study, curriculum and course revision, and improved quality of teaching units planned under the program. Judged by these criteria, the program had definite success.

The next aim, to encourage teachers to make use of community resources, had only a modicum of success although some progress was made through the use of community excursions, local speakers, and community surveys. Much remains to be done in this area.

The seventh aim, to encourage teachers to use the supervisor and the curriculum office as resources, can be evaluated by the increased demands upon the supervisor's time and the increased use of the professional library, as previously discussed. During the last three months of the school year, the supervisors were in demand each day before and after school as well as during the day.

The eighth aim, unity of educational philosophy, aims, and policies, was judged successful in both teacher and administration ratings of the program.

The last aim, to build a more socialized, democratic organization for the whole educational program in Bristow, was more nearly perfectly achieved than was any other. Every teacher in the system participated to some degree in the entire program from its inception to the end of the two-year period. Classroom procedures became more democratic with the use of the problem method and the laboratory study program. The decreased emphasis on isolated academic achievement was a socializing factor.

While the program has by no means reached its goals, in the eyes of the supervisors, definite progress has been made toward those goals.

7. Summary

This chapter has attempted to evaluate the supervisory program which has operated in Bristow during the last two school years. It is admittedly subjective in its approach. The questions answered in this chapter were:

1. Are Bristow practices in accord with the Bristow aims of education?
2. Are Bristow practices in accord with the Bristow philosophy?
3. Is the program in Bristow in accord with the generally expressed opinions of authorities on supervision in basic principles, areas of supervision, and characteristics of the supervisors?

4. Has the Bristow program fulfilled the supervisors' aims in Bristow?

5. Do the teachers in Bristow feel that the program is of value?

6. Do the administrators and supervisors in Bristow feel that the program has functioned up to this time?

Judged by these criteria, the Bristow program is sound and is functioning. It has not reached its ultimate goals, but progress is being made.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

A. Summary

This study in supervision was begun in the summer of 1945. It arose out of a need, in Bristow, for an improved educational program. This need had been aggravated by war-time conditions and the teacher shortage. The program began with an intensive study of literature related to the problem as discussed in Chapter I. From this study certain basic principles of a supervisory program were drawn and preliminary plans were made for the establishment of the program. It was definitely decided that the program must be democratic, that it must be based upon group procedures, and that it must grow out of the needs of the teachers in the system. The tentative plans called for the planning of such a program, co-operatively, by the teachers of the school with the leadership and assistance of a general supervisor or director. The second step involved putting the program into action and watching it develop over a period of time. The third step proposed an evaluation of the program after a period of operation, with a view toward modifying it for a continuation period.

Based on the belief that all educational programs should be rooted in the philosophy of the school and should contribute toward the aims of that school, the first step indicated for September, 1945, was to re-survey and re-state the educational aims and philosophy of the Bristow schools. When this had been done, a survey was made to determine what the teachers in Bristow wanted from a program in supervision and what educational problems they felt they were facing. In general, Bristow teachers wanted all the recognized services of a supervisor, with the exception of rating, although the degree to which they desired them was not uniform. Grade teachers wanted more supervision than did teachers at the upper levels. The problems facing Bristow teachers

were listed, and the faculty divided themselves into study groups to try to find some solutions to their problems. Recommendations were made on the basis of these studies and were adopted in so far as possible as a part of the Bristow program. The supervisory force planned a program of direct supervision, which would involve all the services asked by the teachers.

Curriculum revision was proposed in several areas, especially social studies and science, and curriculum modification became one of the major areas of the program. Modifications of existing courses of study, new courses, and new methods of attack were planned. Chapters II, III and IV give the detailed operation of the program.

The third phase of the program, evaluation, was attempted in May, 1947, after a two-year period of operation. The group realized that the program was incomplete, that it was still in a period of development, but believed that evaluation at this stage would indicate the direction of the program for the future, or would decide upon its elimination. Several measures were used to evaluate progress. First, the program and practices of the Bristow schools were compared with the stated aims, objectives, and philosophy of these schools. Second, the program was compared with the opinions of authorities as to what should constitute a good program in supervision. Third, the teachers and the administrative group each evaluated the progress of the program. Fourth, the program was considered in relation to the supervisors' expressed aims. The general conclusions reached during the evaluation were that the program was resulting in changes within the system that were in accord with the expressed aims and philosophy of the schools; that the program was, in general, in accord with the principles of supervision laid down by authorities in the field; that teachers and administrators alike felt that the program was accomplishing much good and should be continued; and that the program was fulfilling the supervisors' aims.

There are many weaknesses in the program. The division of supervisory responsibility at the upper levels has detracted from the unity of the program. Some teachers, especially at the upper levels, have not yet accepted supervision. Testing and the interpretation of test results has been neglected. Many teachers are still not sure that the newer approaches to curriculum and teaching problems will be as satisfactory as the old. Group methods of procedure have slowed down progress. Much of the evaluation is highly subjective. The supervisors have too many other duties in addition to supervision to do as good a job as they might if their interests were less divided. The general supervisor carries more than a half-time teaching load in addition to her supervisory duties. There is some confusion as to delineation of duties and responsibilities.

There are many strong points in the program. Its approach has been definitely democratic. It has operated within the existing framework of a somewhat traditional organization. It has been carried on at little expense through adding to the duties of those already employed within the system. It has abandoned much of the traditional, objectional approach to supervision as inspection and rating and instead, has stressed growth and development toward desirable goals. It is a co-operatively established working organization, which is producing definite, desirable changes in the educational program of the schools. It rests soundly on the basis of the newer theory that all programs for change, development, and growth should be local and should grow out of the immediate needs of a given situation.

B. Conclusions

There are several conclusions that may legitimately be drawn from this program:

1. A democratic program in supervision, proceeding through group participation, can be established and operate successfully in a small school system.

2. A newer approach to supervision need not be an expense to a school system.

3. Local leadership can develop a functioning program of supervision.

4. Teachers will accept and work happily in a democratically conceived program of supervision.

5. A modern program in supervision can operate successfully within the framework of an existing school program, resulting in gradual modification and change.

6. A modern program in supervision can result in greater unity of understanding and co-operation.

7. Modern supervision, or leadership, will produce results more slowly than a traditionally imposed program, but such results will be attained with happier human relationships.

C. Recommendations

This program is one school's attempt to solve some of its own problems. It is not recommended that this program be adopted by others, but rather that similar programs, arising out of local situations, be evolved and tested by other local groups to determine whether or not the principles underlying this program will function in other situations and under other leadership. It is further recommended that a more thorough evaluation of this program be undertaken after another two or three-year period in which the program operates.

APPENDIX A

SUPERVISION IN THE BRISTOW, OKLAHOMA, SCHOOLS

In order that any program of supervision may have a measure of success, it is necessary for those who are to be supervised and those who are to supervise to come to some common understandings.

Supervision may be purely superficial inspection; it may be a process of critical evaluation; or it may be a program of teacher help and guidance toward a more effective, more purposeful program of instruction for those pupils whom they are attempting to educate. In Bristow, those who are to supervise believe that the third purpose of supervision is the most worthwhile one.

Based on this principle, the first thing about which we must come to some common agreement is, "What help do the teachers in Bristow want from their supervisors?" A second related question is, "What are some of the problems which face the teachers of Bristow?"

This blank is an attempt to find at least a partial answer to the first question. The second will be considered at another meeting.

I. What do the teachers in Bristow want from their supervisors?

1. With respect to classroom visitation:

a. Do you want short, frequent visits? a. _____

b. Do you prefer longer, more infrequent visits? b. _____

c. Do you want to be told, ahead of time, when the supervisor will visit? c. _____

d. Do you have in mind certain definite problems with which you want a supervisor's help? d. _____

e. Do you want a written report after the visit has been made? e. _____

f. Do you prefer a conference after the visit? f. _____

g. If you prefer a conference, when and where should it be held? i. e., your classroom, the curriculum office, the principal's office, the superintendent's office, or some other place of your own suggestion. g. _____

h. What are some of the things you want the supervisor to look for when visiting? Please be specific. h. _____

i. Do you want the supervisor to take notes when visiting? i. _____

j. Do you want the supervisor to take part in the lesson when visiting? j. _____

k. Other suggestions.

Please list some "don't's" for the supervisor.

2. With respect to units and programs of instruction?
   a. Do you want the supervisor to plan units for you? a. _____
   b. Do you want the supervisor to plan units with you? b. _____
   c. Do you want the responsibility for planning your own units with the supervisor merely checking to see that your units fit into the general program? c. _____
   d. Other suggestions.

3. With respect to professional reading?
   a. Do you want reading lists or bibliographies prepared by the supervisor on general problems? a. _____
   b. Do you want general reading lists prepared by the supervisor? b. _____
   c. Do you want supervisory bulletins or summaries, by the supervisor, on specific problems? c. _____
   d. Do you want bulletins or summaries, by the supervisor, on general problems? d. _____
   e. Do you want lists, bulletins, etc. jointly prepared by supervisors and teachers? e. _____
   f. Other suggestions.

4. With respect to demonstration teaching?
   a. Do you want the supervisor to do demonstration teaching?
      1) at your request?
      2) at his or her discretion? a. _____
   b. Do you want the supervisor to plan demonstration meetings at which teachers do demonstrations? b. _____
   c. Other suggestions.

5. With respect to meetings?
   a. Do you want the supervisor to plan all the meetings? a. _____
   b. Do you want only teacher planned meetings? b. _____
   c. Do you favor meetings planned by teacher committees? c. _____
   d. Do you prefer some combination of the three? d. _____
   e. Other suggestions.

   f. What are some topics you would propose for meetings?

6. With respect to the testing program?
   a. Do you want to see the combined results of testing? a. _____
   b. Do you want the supervisor to interpret such results? b. _____
   c. Do you want the supervisor to do "follow-up" work with respect to such testing programs and their results? c. _____

7. Do you want the supervisor to work with you as counselor or adviser on your individual problems? _____

8. Do you want the supervisor to rate you? _____

9. Do you want to rate the supervisor? _____

10. Please write a brief paragraph on what "supervision" means to you.

APPENDIX B

WHAT DOES THE ADMINISTRATION EXPECT OF THE SUPERVISOR?

I. With respect to classroom visits?
   A. Should visits be short and frequent?_____
   B. Should visits be longer and infrequent?_____
   C. Should visits be cursory, detailed, or inspectionary?
   _____
   D. Should visits be announced ahead of time?_____
   E. Should visits be unannounced?_____
   F. Should visits be regularly scheduled?_____
   G. Should supervisor make a written report to:
      1. The administration_____
      2. The teacher_____
   H. Should supervisor report by conference to:
      1. The administration_____
      2. The teacher_____
   I. Please list the most important things for which you wish the supervisor to watch, as:
      (1) Use of materials
      (2) Organization and management
      (3) Lesson preparation
      (4) Teacher-pupil relationships
   J. Should the supervisor take part in lessons when visiting?_____
   K. What are some "don't's" for the supervisor?

II. With respect to units and programs of instruction:
   A. Should the supervisor set up and plan the units?_____
   B. Should the teachers (individual or group) plan their own units?
   _____
   C. Should such unit planning be "joint planning"?_____

III. With respect to professional reading?
   A. Should the supervisor prepare:
      1. General reading lists_____
      2. Specific reading lists_____
      3. Bulletins, precise summaries on:
         a. General problems_____
         b. Specific problems_____
   B. Should the teacher prepare any of "A"?_____
   C. Should such materials be prepared jointly?_____

IV. With respect to classroom management:
   A. Should the supervisor set up a set of rules for management (as storage of materials, passing out materials, etc.)?_____
   B. Should classroom management be left wholly to the individual teacher?_____
   C. Should the supervisor make suggestions for improving routine management of classes?_____
   D. Should supervisor and teachers jointly establish guiding principles for such management, leaving routine details to the individuals concerned?_____

V. With respect to demonstration teaching?
   A. Should the supervisor demonstrate
      1. In the teacher's class_____
      2. With a selected group_____
      3. In supervisor's own classes_____
   B. Should demonstration be at
      1. Teacher's request_____
      2. Supervisor's discretion_____
      3. Administration's request_____
   C. Should demonstrations be
      1. Prepared
      2. Impromptu
   D. Should the supervisor arrange for teacher demonstrations?_____

VI. With respect to meetings:
   A. Should the supervisor plan all meetings for supervision, in-service training, and improvement of instruction._____
   B. Should teachers plan all such meetings?_____
   C. Should such meetings be
      1. Teacher-Administration planned?_____
      2. Supervisor-Teacher planned?_____
      3. Supervisor-Administration planned?_____
      4. Teacher-Supervisor-Administration planned?_____
   D. Please list several topics you think should be included in such such meetings:

VII. With respect to the testing program:
   A. Should supervisors plan the testing program as a unit?_____
   B. Should supervisor administer present testing program and suggest modifications?_____
   C. Should supervisor compile and interpret test results?_____
   D. Should supervisor plan "follow-up" work as a result of the testing program?_____
   E. Other suggestions:

VIII. What is the supervisor's responsibility with respect to individual teacher adjustment?
   A. To teaching conditions_____
   B. To fellow teachers_____
   C. To teacher-administration relations_____
   D. To teacher-supervisor relations_____

APPENDIX C

What are some of the important problems which face you, as a teacher in Bristow? There are probably many of which some of us are unaware, but some suggested problems are:

1. What should be our policy with respect to pupil failure?
2. What improvement should be made in grading?
3. Should pupils be permitted, or required, to make up work which they have missed?
4. Should pupils be taken from classes for other activities?
5. How can the activity program become an integral part of the curriculum?
6. What can we do to reduce absences?
7. How can we increase pupil interest?
8. What absences should be excused absences?
9. How much outside preparation may or should a teacher require?
10. How can we improve teacher-pupil and teacher-administration relationships?
11. How can we make better use of available materials and facilities?
12. How can we secure better articulation between the various divisions of our school?
13. Other suggestions for problems:

When you have thought about some of the problems which face you and have decided which ones you wish to suggest, please consider your problem in the light of the following criteria:

1. Is this problem in the area of supervision?
2. Is the problem a significant one?
3. Is the problem of sufficient general interest to be considered for group study, or should it be a problem for individual research?
4. Are there materials and other help available to help solve the problem?
5. Is it a problem about which we need to be concerned in Bristow?

When you have turned in your problems, they will be considered by a faculty, administration, supervisor committee and some program forstudy will be evolved. We should like to have these problems, stated as specifically as possible in problem form, by the end of September.

APPENDIX D

Note: It is impossible, in any one year, to work on all problems that are presented. Therefore we have taken from your suggested lists those in which most interest was shown.

Problems to be Studied by the Bristow Faculty
1945-1946

Statement of the Problem	Check One: Important to me	Check One: Important but not to me	Check One *: I am eager to work on this problem	Check One *: I do not wish to work on this problem
1. What Should Be Our Policy with Respect to Pupil Failure?				
2. What Improvements Should Be Made in Grading?				
3. How Much Outside Preparation Should Be Required?				
4. How Can the Activity Program Become an Integral Part of the School Day?				
5. How Can We Improve Attendance?				
6. How Can We Make Better Use of Available Materials and Facilities?				
7. How Can Pupils Make Up Work?				
8. How Can We Improve Pupil Interest?				
9. How Can We Improve Teacher, Pupil, Administrator Relationship?				

Statement of the problem	Check One: Important to me	Check One: Important but not to me	Check One: I am eager to work on this problem	Check One: I do not wish to work on this problem
10. How Can We Improve Horizontal Correlation?				
11. How Can A New Teacher in the System Be Helped?				
12. How Can We Improve the Program of Supervised Study?				

*In addition to the check, please mark 1, 2, or 3 in order of preference, the problems which you are most interested in studying.

APPENDIX E

DESIRABLE CHARACTERISTICS FOR ONE UNDERTAKING PROFESSIONAL STUDY

(Used by permission of Dr. W. L. Wrinkle, Colorado State College of Education, Greeley, Colorado)

1. He recognizes problems and has some degree of facility (1) in formulating clear problem statements, (2) in locating appropriate sources of information, (3) in organizing data, and (4) in arriving at sound solutions.

2. He has had professional experience implying among other things an acquaintance with boys and girls, their needs and interests, and how they learn.

3. He is interested in the improvement of education.

4. He is willing to work and to meet his responsibilities as an individual and a member of a study group.

5. He has ability in self-expression implying both ability to express himself effectively and economically and an interest in participating in discussion activity.

6. He has balanced confidence involving both belief in his own ideas but not conviction to the point that he is not receptive to the ideas of others.

7. He has a considerable degree of self-directiveness which frees him from over-dependence upon the teacher.

APPENDIX F

STUDY OF PROFESSIONAL PROBLEMS
BRISTOW SCHOOLS, 1945-1946

Now that tabulations of problem choices have been made and committees or study groups appointed, a program or plan for study and reporting is needed. Provision will be made for both oral and written reports.

1. The oral report may take any one of several different forms, such as:

   a. Chairman's report
   b. Symposium
   c. Panel discussion
   d. Demonstrations
   e. Dramatization

   All such oral reports should be followed by group questioning and discussion.

2. The written report should be duplicated so that every faculty member may have a copy. It should include at least:

Statement of the Problem

I. Introductory statement including a statement of the need for the study.

II. Statement of the purposes of the study.

III. Definitions of specific terms as used in the study.

IV. Procedures used, such as
   a. Questionnaires
   b. Interviews
   c. Reading
   d. Documentary evidence
   e. Opinion of authority
   f. Surveys

V. Findings
   This should include a summary of all material considered and of all objectives data

VI. Committee conclusions and recommendations

VII. Bibliography used

VIII. Identification of the committee

APPENDIX G

To all Study Committee Chairmen:

Please let us have the following information as soon as possible:

Number of Committees	How many times has your committee met since the Chairman was chosen?	When is the next meeting scheduled?	Have you a definite outline of your procedures ready?	Can you set a date for your oral report? When?
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				

APPENDIX H

THE SOURCE UNIT

We are using two different kinds of units in our work this year; one is the source unit, and the other is the teaching or working unit.

The source unit is a teacher-prepared unit or outline of the unit of subject matter chosen by the instructor or designated by the course of study or the text. It is the outline from which the instructor may draw the teaching unit and the pupil's study guide. It is primarily for the use of the teacher in planning his or her work for this year. It may result relatively the same for several years in succession.

The teaching unit is the adaptation of the source unit for this particular class at this special time. It will probably vary from year to year and even from class to class.

WHAT SHOULD A GOOD SOURCE UNIT CONTAIN?

I. A statement of the unit as a <u>problem</u>. This is the unit title and unit theme.

II. Objectives of the unit.
   - A. Teacher objectives: These are the objectives which the teacher hopes to reach or achieve by using the unit. They may be objective in terms of content students are expected to learn, and subjective in terms of the experiences students are to be given. They would include:
     1. Knowledge
     2. Skills
     3. Ideals
     4. Attitudes
   - B. Pupil objectives: These will be primarily objective in terms of specific generalizations and conclusions which serve as pupil goals.

III. General survey of the content of unit: This should probably be in outline form and should probably be listed as Major Problems and Minor Problems. There should be at least two major problems and as many minor problems as are necessary to reach a solution for each major problem. The following chart may illustrate the relation of the parts of the outline to each other.

Solution of the unit problem - usually a generalization, a conclusion, or a basic understanding

Solution Major Problem "A"	Solution Major Problem "B"	Solution Major Problem "C"
Minor Problem to solve	Minor Problem to solve	Minor Problem to solve
"A"	"B"	"C"

IV. Suggested procedures
- A. For introducing the unit
  - 1. Possible approaches
  - 2. Orientation procedures
- B. Teaching procedures
  - 1. Problem setting
  - 2. Types of organization for group work and individual study
  - 3. Study guides and directions
  - 4. Related or concomitant learning as English, mathematics, science, etc.
- C. Organization suggestions
  - 1. Committee reports
  - 2. Outside speakers
  - 3. Audio-visual aids
  - 4. Demonstrations
  - 5. Lectures
  - 6. Special reports
- D. Provision for evaluation of the unit
  - 1. Pupil evaluation of the unit
  - 2. Teacher evaluation of the unit
  - 3. Teacher evaluation of pupil progress
    - a. objective
    - b. subjective

V. Reading lists
- A. Readings for teachers
- B. Readings for pupils

VI. Suggested Learning Activities
These should be many and varied as from year to year the activities suggested to groups will vary with the needs, interest, and abilities of the groups as well as with sources and materials available.

There should be individual and group activities. Some should have a kinesthetic appeal. Some should provide for physical activity. Some should care for the interests of the introvert child, etc. There should be activities for the child with special talent. Activities should be on several levels of ability and achievement.

VII. Vocabulary and identifications lists
All new, technical, and testing terms should be listed. Some should be for recognition mainly. Many should be for spelling, pronunciation, and definition.

VIII. Anticipated outcomes
What concrete outcomes may be expected at the end of the unit?
Ex. Bibliographies compiled by the pupils
Class or individual diary of unit progress
Plays or dramatizations
Written reports
Art or poster displays
scrap books or collections

APPENDIX I

THE TEACHING UNIT

The teaching unit is the guide for the unit for a specific class at a definite time. Teaching units will vary from class to class and from year to year although the title and objectives may remain relatively static.

The teaching unit should include at least the following:

TITLE OF THE UNIT STATED AS A PROBLEM

I. Objectives of the unit. There may be taken directly from the source unit or modified as needed.

II. Statement of the problems to be solved.
- A. First Major Problem to be solved
  - 1. First Minor Problem contributing to the solution of "A"
  - 2. Second Minor Problem " " " " " "
  - 3. Third Minor Problem " " " " " "
  - etc.
- B. Second Major Problem to be solved
  - 1. First minor problem contributing to the solution of "B"
  - 2. Second minor problem " " " " " "
  - etc.
- C. Third Major Problem
  - 1.
  - 2.
  - 3.
  - 4.
  - etc.

The number of major and minor problem will be determined by the unit itself. However, no unit should be set up unless it contains at least two major problems.

III. Concomitant learnings

Concomitant learnings are those learnings (skills, knowledges, ideals, attitudes) which naturally accompany the specific primary learnings of the unit.

For example - in high school

If oral reports are to be given in a science class, the skills needed in making a good oral report should be reviewed or taught. This may be done either in the science class or in a cooperating English class.

If words are to be looked up, dictionary skills should be reviewed or taught. If written reports are required, they should apply the skills regularly taught in that program.

In literature, provision should be made for recalling (or teaching) the social or historical backgrounds for the units studied.

These examples are indicative, not inclusive nor exclusive.

In grade schools the accompanying learnings are definitely an integral part of the unit. One way to provide for them is to check all courses of study in other fields and find the skills, knowledges, etc. in those courses which are needed in solving the problem of this unit. Teach these as a part of this unit. Any skills, etc., which are not an integral part of the unit should not be forcibly nor artificially correlated but instead should be taught as parts of other units or even in a separate drill period. Additional drill periods may also be needed to get the necessary identification and spelling.

IV. Learning Activities

These should be divided into two groups:

A. Group or socialized activities

B. Individual activities

They should provide for various types of activity to care for individual differences and to provide the learning experiences which are automatically associated with the material taught. For example: Some things lead themselves to dramatizations; others, to art work, some to collections; others to excursions; some to experiment; some to reading; and some to discussion and debate.

V. Reading lists for class use.

Title, author, and pages. Be sure that the listed references are available for student use. There is no use listing an excellent book if it is not available in Bristow. The reading list should offer materials on several reading levels.

VI. Culminating Activity

How do you propose to draw the unit to a close, to organize and unify the learnings?

This is the place where each child should contribute in his own way to the group learning. Sometimes the culminating activity may be a test; sometimes a chart; sometimes a program; sometimes a discussion, etc. The nature of the activity will depend upon the material taught and the objectives sought.

VII. The Study Guide

The study guide is a useful device for directing learning. It may be used in all grades above the second. Its purpose is to help the student direct his own learning. This important aid to learning may easily be abused or mis-used. Its construction and use will be covered in another bulletin.

APPENDIX J

Supplement IX

CURRICULUM LABORATORY
Division of Surveys and Field Studies
George Peabody College for Teachers
Nashville, Tennessee

May 10, 1938

CRITERIA FOR EVALUATING LEARNING ACTIVITY

Democracy: Is there a democratic situation in the room?
Does the teacher respect the child?
Does the child have a part in planning?
Do all the children participate?
Do children have an opportunity for self-expression
Does the child have an opportunity to choose, judge, evaluate?

Social Needs: Does the learning grow out of the life of the children?
Is the work related to an area of living?
Does the work in the classroom relate to the life of the community?
Does the activity stress human welfare? (Does it cultivate social traits as opposed to selfish ones?)
Are the tools learned as they are needed?

Learning: What is the nature of the learning activity?
Is the learning activity a part of a complete purposeful experience?
Do all the senses enter into learning activities?
Is the child at ease? (comfortable, cheerful)
Does the child feel free? (have a feeling of security)
Does the child have an opportunity to develop his special interests?
Is the child social?
Is the child unafraid?

The Individual: Is the child treated as an individual?
Does the child have an opportunity to develop his special interests?
Is the child social?
Is the child unafraid?

Surroundings: Are the surroundings cheerful and attractive? Is the room stocked with materials for construction, observation, and other materials for sensory learning?
Do the children use current sources of information, such as documents, pamphlets, periodicals, etc.?
Does the work occasionally take the children out into the community?
Is the child surrounded with a variety of books?

APPENDIX K

OUTLINE OF PURPOSEFUL ACTIVITY FOR EXCURSION PROJECTS

I. Purposing

- A. What I want to study
- B. What are some interesting things about this study?
- C. Choice of study

II. Planning

- A. Study material
  - 1. Where can I get information?
  - 2. Why do I think this information is good?
  - 3. Choice of study material
- B. Things to find out, or my questions
  - 1. My list of questions
  - 2. Why do I think my questions are good?
  - 3. Choice of questions
- C. Things to do (The order I want to do the things of my plan)
  - 1. My things to do
  - 2. Why do I think my things to do are good?
  - 3. Choice of things to do -

    The usual list of things to do -
    - a. Excursions
    - b. Discussions
    - c. Reading books to answer my questions
    - d. Discussion of my questions
    - e. Lecture
    - f. Discussion of lecture
    - g. Picture show
    - h. Discussion of picture show

III. Execution
(Doing the things of my plan)

IV. Improvements

- A. What could I have done better?
- B. Why do I think so?
- C. Choice of improvements

APPENDIX L

IMPROVING THE SOCIAL STUDIES BY SIMPLE, PRACTICAL MEANS

Much improvement could be accomplished in any school, without trumpets blowing and without a huge publicity program. In almost any school each social studies teacher could accomplish many of the following changes without a great deal of trouble. In almost any school I could:

1. Beautify my classroom and make it look civilized and pleasing.

2. Rearrange my classroom so that the chairs are not nailed down in rigid pattern.

3. Build up a classroom library.

4. Try to get a radio for my classroom.

5. Tell myself every time I enter my classroom that I must somehow get across to my students some part, however, of my own love of democracy.

6. Insist that all the procedures in my classroom be as democratic as my own perverse dictatorial nature will permit.

7. Try quietly, within the frame work of my present courses, to adjust these courses to the needs of the children in these courses.

8. Study children, and the materials on child interest, so that I can recognize the extent and validity of child needs.

9. Ask the students to aid in deciding on what problems and what materials we should study.

10. Time myself to see that I don't talk more than 50 per cent of the time.

11. Insist that at least 50 per cent of my students contribute some personal, oral comment in each class, examination days excepted. In time I can build this participation up to almost 100 per cent.

12. Insist that open, free discussion be conducted on current problems.

13. Use panel discussions, debates and general forums.

14. Encourage my students to build up immunity to propaganda; encourage them to question vague and general statements.

15. Use more than one book in my teaching.

16. Use magazines as much as books.

17. Use newspapers in my classes.

18. Discuss and recommend good movies.

19. Invite outsiders, especially business men, into my class for a presentation of their views and their problems.

20. Take several trips a quarter to the centers of industrial, political, and social life near my school.

---

21. Stop saying, even to myself: "I would like to do a good job of progressive teaching, but I can't do anything because I have a reactionary: (1) group of students, (2) supervisor, (3) principal, (4) superintendent, (5) group of teachers, (6) school board, (7) community."

22. Cooperate in every way possible with my colleagues.

23. Insist upon general faculty co-operation and discussion of contemplated changes in the procedures of the school.

24. Work on one of my courses at a time, improving it as much as possible.

25. Refrain from asking for radical changes in the program of the school until I have worked out and perfected a course or a procedure that will completely justify a schedule change.

26. Signify my willingness to work along with what text books I already have rather than insist upon an immediate and complete batch of new materials.

---

27. Recognize that education can be improved only through the work of vital teachers and courageous, far-seeing administrators.

28. Attempt to discover my own particular philosophy of living.

29. Acquire a vision of American life.

30. Acquire some understanding of what is going on in the world.

31. Acquire an understanding of how an average American community works.

32. Get a clearer view of the relationships between capital and labor.

33. Build up a wide acquaintanceship with citizens of my community.

---

34. Review my own education to see what good and bad there are in it.

35. Recall my own teachers to see what made the good ones worthy, and the poor ones a waste of time.

36. Believe that Kilpatrick was right when he said that education is a process of "stirring and steering."

37. Get to know children better.

38. Recognize and believe that the main job of the teacher is to afford guidance to maturing children.

APPENDIX M

ANALYSIS OF PROBLEM SOLVING

I. Recognizes the Problem
   A. Notes the action or movement in the device as - Why does the water in a siphon flow from the higher to the lower vessel?
   B. Recognizes that some factor causes the observed results as - What is the cause of the present flood?

II. Analyzes the problem
   A. Isolates the key ideas
   B. Notes the relationship between the ideas
   C. Sees a cause-effect relationship
   D. Gives help in vocabulary if student fails to have proper language.

III. Stating the problem
   A. Criteria for writing
      1. The problem must be comprehensive
      2. It must be stated in question form
      3. It must state one idea
      4. It must not be answered by "yes" or "no"
      5. It must be a reflective type

IV. Solving the problem
   A. Gathering information
      1. Secures information first hand through
         a. Experimentation
         b. Interviews
         c. Writing to authoritative sources
         d. Looking at slides, films, pictures
         e. Listening to talks
         f. Reading
         g. Obtaining understanding of concepts and formulating definitions
         h. Classifying data
         i. Making comparisons
         j. Making explanations
      2. Organizes data in
         a. Table form, graphs
         b. Outline form
         c. Lists
   B. Analysis
      1. Isolates the main ideas and states them in declarative sentences.
   C. Synthesis
      1. Formulates smaller ideas into larger ones by noting similarities, dissimilarities, and concomitant variations.
   D. Forming a tentative conclusion
      1. Similar technique as above but all possible relationships must be stated.

E. Testing the conclusion
   1. Verifying with an expert
   2. Verifying with an authoritative treatise
   3. Verifying through additional experimentation or re-experimentation
   4. Verifying by obtaining additional data

F. Applying the conclusion
   1. Use the understanding to build up new understandings, attitudes, or viewpoints.
   2. Change in social behavior in classroom, social activities of the school, choice of social activities of the school, choice of social activities and use of leisure time.

APPENDIX N

Brief Item 8

CURRICULUM LABORATORY
Division of Surveys and Field Studies
George Peabody College, Nashville, Tennessee

January 12, 1937

CRITERIA FOR APPRAISAL OF LEARNING UNITS
IN SOCIAL STUDIES

I. Social Attitudes

1. Does it promote critical thinking?
2. Does it cultivate a readiness for social change?
3. Does it cultivate a disposition to act for the general welfare?
4. Does it treat the deeply underlying social forces or does it merely treat the symptoms?

II. The Basis and Scope of the Unit

5. Does it have unity?
6. Is it socially significant?
7. Is the unit based on a meaningful contemporary social situation?
8. Does it throw light on contemporary problems?
9. Does it represent a synthesis of civic, social, and economic experience?
10. Does it draw on all related fields of knowledge and experience?

III. Learning Procedure

11. Does it provide an opportunity for the pupil to originate, plan, and direct the activity, as far as possible?
12. Does it provide opportunities to judge, choose, and evaluate?
13. Does it reproduce actual life situations as far as possible?
14. Does it utilize the community as a laboratory?
15. Does it provide for cooperative or group activity?
16. Does it provide an opportunity for projects based on individual interests or needs?

IV. Materials

17. Does it state clearly where materials can be obtained?
18. When references are given, are they complete and exact?
19. Does it provide sufficient concrete and illustrative material?
20. Does it utilize materials as they occur in life?

21. Does it refer the student to authoritative contemporary works other than texts?
22. Does it utilize pictorial aids such as charts, lantern slides, maps, and motion pictures?
23. Does it utilize documents, current periodicals, and newspapers?
24. Does it contain accurate information?

APPENDIX O

FLOW CHART OF A COMPLETE EDUCATIVE EXPERIENCE

Paul Hanna

An individual with past experience ———————— faces a situation novel to him ———— resulting in a disturbance of equilibrium ———— out of which emerges a purpose ———————— to do something ———— i. e. to share a thought or feeling, acquire an object or information, express a mood, etc. ————————. Each type of behavior suggested has its own medium of expression ———————— constructing, dramatizing, reading, asking questions, writing, speaking, figuring, drawing, etc. ———————— and each medium has its own appropriate skills, techniques, facts, attitudes, appreciations, etc.———————— which have to be acquired in the normal process of achieving the purpose set ———— and when these skills, facts, and attitudes are built into the learner in normal goal seeking ———— they give satisfaction in restoring the equilibrium of the personality, and leave him ready to face the next novel situation with increased power to live and learn.

APPENDIX P

TOWARD VITAL EDUCATION
AMERICAN SCHOOL ORIENTATIONS IN BRIEF PERSPECTIVE[1]

Type of School:	Academic School	Progressive School	Community School
Basic Orientation:	Book-Centered	Child-Centered	Life-Centered
Major Influence	to 1910	1920-1930	1940 on
Idea of Human Nature:	Innately Evil (original sin)	Innately Good (original perfection)	Innately A-moral (environmental conditioning
Keynote of Method:	Repressive Discipline ("Spare the rod....")	Freedom from restraint ("Allow natural growth")	Task Responsibility ("We have a job to do")
Basic Aims:	Memorization (define, classify)	Comprehension, Expression (understand, emotionalize)	Improved Control (manage, reconstruct)
Curriculum Pattern:	"Discipline" Subjects (grammar, history, mathematics, etc.)	Centers of Interest (Eskimos, story of paper, housing, etc.)	Social Processes (getting food, governing, protecting health, etc.)
Learning Values	All Deferred (no concern for child interests)	All Immediate (no concern for adult needs)	Both Deferred and Immediate (adult concerns become child interest)
Relation to Local Community	Ignored completely (classroom is an ivory tower; community is ignored)	Utilized Incidentally (classroom is purified replica of life; community is source of materials and experiences)	Served Systematically (classroom is clearing house for experiences; community is laboratory for discovery and improvement)
Techniques for Relating School and Community	Documentary Materials; Audio-visual aids; Resource Visitors	Documentary Materials Audio-visual Aids Resource Visitors Interviews Field Trips Surveys Extended Field Service; Camping	Documentary Materials Audio-visual Aids Resource Visitors Interviews Field Trips Surveys Extended Field Service

[1]Olsen and others, School and Community, p. 10.

APPENDIX Q

VISITING REPORT[1]

Teacher Grade Subject Date

Physical Appearance of Room

Light..... Neat.....
Heat..... Attractive.....
Ventilation..... Significant.....
Challenging.....

Comment

Courtesy and Good Manners

Teacher..... Pupils.....

Rudeness or Unpleasantness

Teacher..... Pupils.....

Comment

Attitudes of Pupils

Bored.....	Alert.....	Interested.....
Self-reliant.....	Dependent.....	Studious.....
Happy.....	Mutinous.....	Tolerant.....
Co-operative.....	Busy.....	Idling.....
Nuisance.....	Careless.....	

Comment

The Teacher

Dress..... Manner.....
Voice..... Language Usage.....
Speech..... Mastery of Subject Matter.....

(Use descriptive adjectives or phrases)
Comment

---

[1]This is a modification of the blank suggested by Arthur Gist in The Administration of Supervision, op. cit., pp.

Discipline - a result of

Fear..... Co-operation.....

Understanding..... Constructive Planning.....

Comment

Teacher Interest

In Child..... In Subject Matter

Other.....

Outcomes

Was the learning desirable?.....

Were good habits being formed?.....

Is the teacher's skill developing?.....

Are the pupil's interests growing?.....

Are the pupils growing in rational thinking?.....

Added notes and comments

(Be explicit. Use illustrations from the class visited. Be objective. Try to generalize or draw conclusions in relation to previous visits.)

APPENDIX R

THE STUDY GUIDE

(This bulletin is a supplement to the bulletins on "Units")

The purpose of the study guide is implied in its title. It is to guide and direct the learning activities or experiences of the students. In no sense does it take the place of the teacher, but rather it supplements his or her work. It is not merely a "filling in blanks" exercise, nor is it "busy work", although improperly used, it may become either or both. It should not merely be a mass of detailed factual information to be looked up and the answers written in the blanks. It should call for the important knowledges, ideas, and ideals necessary to solve the major and minor problems of the unit. Every item called for on the sheet should definitely contribute something to the solution of the problem. The sheet should provide for organization of such knowledges, for generalizations based on such knowledge, and for drawing logical conclusions from such data. Moreover the study sheet must provide for different types and levels of learning ability. It should afford a variety of learning abilities. It should require the use of the many different study skills such as: outlining, finding details, proving a point, finding central tendencies, making comparisons, etc; and, it should require the use of idfferent types of references materials such as: Encyclopedias, Reader's Guide, bound volumes of magazines, biographies, histories, the Card Catalogue, the dictionary, books of quotations, yearbooks, bulletins, monographs, etc. It should be a basis for the supervised study period.

In general, every study sheet should include:

1. Statements of the problems to be solved
2. Reference lists
3. Vocabulary

4. Core or required learning activities

5. Supplementary, optional learning activities

The exercises involved may include: matching, true-false, multiple choice, simple completion and paragraph completion; tables, charts, definitions, map exercises, self-testing exercises, quotations, paraphrasing, discussion questions, and generalization; finding themes, central thoughts, or basic principles; character or biographical sketches or analyses; fact finding questions; inference questions; finding examples to prove a point, identification of personalities, outlining; and allusions to other fields of learning. This is not an exhaustive list of types of learning exercises, but is only indicative. The activities should provide for individual, group and class work.

The optional or supplementary work should offer opportunities for varied abilities and talents. It should provide for using community resources, etc. There should be activities for the dramatically inclined, for the artist, for the musician, for the orator, for the reader, for the creative writer, for the reporter, etc. Some activities should be group, some individual; some should be difficult, some easy.

Care must be taken in using the study sheet lest it become time-consuming busy-work, a grading burden, an exercise in copying, a mechanical "filling in" exercise, or a pointless, meaningless chore.

In general, study sheets should not be graded. Their sole purpose is to help pupils study effectively. They should be discussed in class and pupils should be encouraged to write in the correct answers where they have made mistakes and to fill any blanks previously unfilled. Pupils should be encouraged to take home the completed guides and use them for reviewing and organizing their information for the culminating activities of the unit.

Groups of pupils, or committees, may work together when following the study guide.

Most of the work should be done in the classroom under the direct supervision of the subject teacher who can help individual pupils or groups to locate references, to use proper reading skills, to identify "key words" in study questions, etc.

It is true that under such a procedure, some pupils will do little work. They will wait for class discussion and then memorize the answers on the study guide. But, if the sheets were graded, wouldn't these same students be the ones who would borrow and copy someone else's completed sheet?

Well prepared study guides, carefully stimulated interest, individual attention, and supervised "laboratory" study periods will secure a maximum of learning for most pupils, the fast and the slow as well as the average.

APPENDIX S

TESTS AND TESTING

Tests in general may be divided into three major groups, discussion or essay, objective, and standardized. Tests in themselves do not improve instruction, but they do reveal strengths and weaknesses. They will improve instruction if followed up with a good supervisory program. Tests also play a part in the public relations program of the school.

Tests are given for several purposes:

1. Measure progress
2. Aid diagnosis
3. Determine goals
4. Determine effectiveness of materials and methods
5. Motivate teachers and pupils

Standard tests and teacher-made tests supplement each other, but should be supplemented in turn by other non-testing measuring devices.

There are three basic attitudes toward tests:

1. Intelligence and achievement rating
2. Measurement through the use of results
3. Evaluation and appraisal which recognizes that tests represent but one phase of pupil development and must be supplemented by anecdotal records, interviews, questionnaires, rating scales, profiles, etc.

There are several general types of tests:

1. Tests which are instruments designed for the measurement and evaluation of any knowledge, quality, or ability.
2. Scales which are objective exercises grouped according to difficulty, usually in ascending order. Each succeeding exercise differs equally with the preceding and the following exercises.
3. Scaled tests which test items arranged in order of increasing difficulty.
4. Rate and power tests which measure speed and accuracy at a given level of difficulty.
5. Hybrid tests which are composed of items of the various types.

Educational tests measure achievement. They may be oral tests for immediate recall; essay examinations which often include too many factors; and objective tests which are based on wide sampling and eliminate many extraneous factors and are easily scored.

There are also standardized tests which may be survey or prognostic. There are diagnostic and analytical tests, and there are quality and product scales.

Intelligence tests fall into a separate category. They measure the ability to learn or the ability to adapt to a new situation. They may be general or specific. Readiness tests really belong in this group, as also do performance tests.

Still another type of test is the personality test which would include attitude scales, interest inventories, and adjustment inventories.

Criteria for a Good Examination

1. Validity - measures what it attempts to measure
2. Reliability - measures efficiently what it does measure
3. Administrability - simple and rapid scoring
4. Comparability - additional equated forms and adequate norms
5. Economy
6. Utility - serves a recognized need

Uses of Standardized Tests

The results of such tests must be translated into improved teaching practices and improved learning conditions, if they are to serve a worthy purpose.

1. Measure pupil progress
2. Pupil guidance
3. Individual pupil diagnosis
4. Pupil gradation
5. Class analysis and diagnosis
6. Group comparisons
7. Measuring efficiency of learning

Classroom Testing

Every teacher is faced with the problem of measurement and evaluation. Standardized tests do not meet all classroom needs. There is also a place for the teacher-made test.

One form of teacher-made test if the oral examination. Its primary purpose is instructional. It has serious limitations.

1. It is not equally fair and just to all pupils.
2. It does not test extensively nor efficiently.
3. It permits interference.
4. It is too time-consuming.
5. It is not objective.
6. It does not provide for evaluation of the difficulty of the questions.

Among its advantages are:

1. It may lead the student to better reasoning
2. It may be individually diagnostic
3. It may be used to test pupil integration of his knowledge

In general, it has little place in the regular classroom procedure.

The essay examination is one of the oldest types, but it has serious limitations:

1. The sampling is too limited.
2. Scoring is too subjective.
3. Teacher attitude toward student enters the grading.
4. Handwriting, neatness, spelling, punctuation, grammar, and organization and length of the paper enter into the grade.
5. Evidence of pupil effort becomes a factor.
6. Variability of teacher judgment is evident in marks.
7. Such tests lead to bluffing and padding.

Among the advantages of such examinations are:

1. Ease of construction and administration.
2. Adaptability to subject matter.
3. Measurement of higher mental abilities.

The limitations of the essay test outweigh the advantages, but in limited scope, the test is desirable.

While similar in function to the standard test, teacher-made objective tests have a definite function in the classroom testing program. Among their advantages are:

1. They permit extensive sampling.
2. Scoring is objective
3. Use of time is economical
4. They eliminate bluffing

Among the disadvantages are:

1. Neglect training in organization and expression of thought
2. Over-emphasize factual knowledge
3. Encourage guessing
4. Are difficult to prepare
5. Add to cost of testing program

There are several types of such tests. Basically they are recall and recognition. Of the former, the simple recall and the completion are the best known forms. Of the recognition group, multiple choice, alternate response, and matching are the usual forms. In constructing such tests, care should be taken to sample the course widely. Several types of response should be provided for each test. In the regular classroom test, at least three types should be included. For longer examinations, five is a better provision. In general, the more important items should be tested by the recall type of question while the questions of lesser importance may be tested by the recognition type. The questions should be of varying difficulty, but there should be a minimum number which all pupils can answer correctly and a minimum which no pupils can be expected to answer. Most questions should be answerable by 50 per cent of the group. The length of the test may vary with its content, but all, or nearly all, should be able to complete it within the allotted time. Allow about one minute for each two recall items, each three multiple choice items, and four true-false items. Items, in any section, may be arranged in order of ascending difficulty or around topics. The first method seems psychologically more sound. Objective tests should be duplicated. Complete directions for the pupils should appear on the tests. Scoring should vary with the type of test. Keys should be used. Pure recall should allow one point for each correct answer. All other types should provide for correction of chance. A good formula is

$$\text{Score equals } \frac{\text{Rights} - \text{Wrongs}}{\text{Number} - 1}$$

APPENDIX T

JUST THINK, ANOTHER SEPTEMBER!

By Glenn O. Blough

So, here's another September - the beginning of another year like the last and the one before that; another year of difficulties with the three R's; another sequence of teachers' meetings, measles, P.T.A., home visits, paper grading, seat work, and semester reports. I really can't blame you for wondering if the contribution you make with all this fuss is really significant.

Why not try another tack this year? It may give new value to your effort. Start teaching your boys and girls to think. Teach them to look at a matter from every side before they announce conclusions. Teach them to observe, to be accurate and careful in their observations and statements. Teach them to search for truth and to be able to recognize it. Teach them the meaning of cause and effect. Teach them not to be superstitious.

A hard job? Surely, a whale of a hard one, but I dare you to doubt its importance. Try it. And when one of your pupils says "Today I learned something important, I learned that it's always a good idea to think carefully before I raise my hand to answer a question," you will know that as a teacher you have taken the first step.

A Goal to Aim For

And some day a pupil of yours may say, "Today I learned how to tell true things from things that are not true." He may, if tomorrow and tomorrow you drive at the idea of trying to determine the validity of source material. Your pupils will begin to challenge some of the things they read and hear. They will begin to understand that some newspapers and magazines may distort the truth. Very slowly they will grow in ability to judge the truth because you have put forth a constant effort to cause them to do so. Can you think of any one thing more important?

Or let's hope that some day you may hear one of your boys say, "Today I learned something important. I learned to be careful and accurate in my statements." Of course he didn't learn that in one day. He only began to be introduced to the idea when someone said, "It rains every time we schedule a football game," and this led to a discussion of glib statements unsupported by ample evidence. Children can learn to check on the accuracy of important statements heard of seen in print. They can learn how stories of gossip and rumor grow and spread. After weeks, months, years, of such training, they are on the road toward exercising carefulness and accuracy in their thinking because a conscious effort has been made to teach them to do so.

Ask the young people in your class how many would be willing to break a mirror. You'll probably be surprised to learn the number who fear the consequences. The kind of thinking evidenced by such superstitious beliefs is a handicap in the progress toward clear thinking. Teach that things do not just happen: that they happen because of certain underlying causes, and you

have added another facet to well-grounded thinking.

And so you make a significant contribution to the growth and development of your boys and girls. Better thinkers make better business and professional men and women. Better thinking contributes much toward good adjustment by the individual. Better thinkers make better voters. Better voters make a stronger democratic government. It is by teaching today's children to be better thinkers that we can hope to have men and women who can cope with the great political, economic, and social problems of tomorrow.

APPENDIX U

KEY CONCEPTS FOR THE NEW SCHOOL[1]

Ten great ideas now serve as a solid basis upon which new schools of living can be built:

1. That the living creature is a growing organism evolving, maturing, from small but "whole" beginnings....the concept of growth.
2. That each human act is integrative not additive, the organism acting and growing as a whole....the scientific principle of integration.
3. That the delicate highly differentiated living creature, continuously beset by the danger of instability, is equipped with sensitive means of self-regulation....the concept of self-balancing.
4. That the living creature is dynamic, always characterized by active movement, thus learning is reacting, making responses (as likewise is the building of meaning, of intelligence, of skill, what-not)....the concept of dynamic reaction.
5. That man thoughtfully is a generalizing being....that central to every response is the perception of the relationships between parts of the whole situation....that the meaning of any phase is determined by such relations....hence that continuous education in seeing relations, in generalization, in problem solving is basic....the concept of generalization.
6. That the living creature is primarily a goal-seeking organism, his behavior determined by his purposes, by his attempt to satisfy his needs.... ends and means are continuous, unified....the concept of purpose.
7. That by the process of interaction between the individual and his environment the Self is formed, egocentric and defensive, the product of learning....the concept of self and personality.
8. That the individual learns to adjust to his world by patterns of behavior which have been selected and stereotyped for him by the culture....the concept of the stereotype.
9. That indispensable technical competence in behavior (intellectual, social, manual, and other physical skills) is furthered by recurrence of learning situations in which settings are varied and marked by purposive intention to learn....the concept of habit.
10. That integrity of expression requires: originally imagined conceptions, "clarity of perception" (grasp of significant relationships)....technically competent objectifying of imagined conceptions....the concept of the creative act.

---

[1] Harold Rugg, Democracy and the Curriculum, pp. 527-529.

APPENDIX V

GENERAL POLICIES GOVERNING THE FOLLOWING PROBLEMS OF THE BRISTOW SCHOOLS

At a series of meetings held recently in both the grade and high school buildings a number of problems were discussed and some general policies formulated. I think it might be well to state that a policy, while every effort should be made to see that they are observed, is not a rule by which every person must abide on all occasions. It is, we feel, a common sense approach to some common problems. You may feel that the policy isnot just what you would have made it in your particular case, but we must all remember that it was formulated after considering the system as a unit.

Your sincere consideration of the observance of these policies will be appreciated. I would like to urge that you use good judgment, tact, and cooperation with the other members of the faculty where some doubt may exist in your mind about its applicability.

The problems presented for discussion were:

I. ATTENDANCE
II. TARDIES
III. FUNERAL ATTENDANCE
IV. GIFTS
V. PARTIES
VI. DRIVES AND COLLECTIONS
VII. DRESS
VIII. GUM-CHEWING

The general policy to be followed is:

I. ATTENDANCE

A. A child is absent andis so counted on all occasions except ones listed below. The excused absence is one where a satisfactory reason has been presented to the administrative office or to the persons responsible for the attendance records. With this type of absence the teachers may make necessary arrangements, in cooperation with the student for making up the work missed.

1. A no-absence is given for trips of educational nature, as 4-H Club, Debate, Band, Vocal, Church, and Fairs, where the student is an exhibitor, or where the school is in attendance.

2. A no-absence is also given where the child has reported to the proper authority and is later excused for illness, funerals, etc.

3. A child must have been in attendance two-thirds of the period for which a report is given in order to receive a grade card. This includes attendance in any school he or she may have attended. This lack of attendance may not mean that the child has failed but when prevented from attending, due to illness

or necessary work in the home, it was the decision of the committee that the card should be held until sufficient time had elapsed for the pupil to have had an opportunity to make up the work missed.

II. TARDIES

A. We all know when a child is tardy, but the committee felt that there were circumstances beyond the control of the child and in those instances a tardy should not be charged against his or her record. Some of these unavoidable tardies are late buses, car failing to start, sudden downpour of rain just at school time, etc. These reasons when presented should be checked by the principals with the different buildings to avoid one child in a family being penalized while another is not.

III. FUNERAL ATTENDANCE

A. To attend funerals, a written request should be presented and, if such request is presented, the student is to be excused in time for the services and no-absence marked against him. However, if the child does not report to school at all an absence is marked against him. If the funeral is in the family, of course an excused absence is given.

IV. GIFTS (pupil to teacher and teacher to pupil)

A. This is in some instances a little hard to clarify, but we think the following suggestions will suffice.

1. Flowers for funerals. This should be on a voluntary basis and if there is more than one child in school, the groups should go together for this purpose. We think in these cases that some attention may need to be given the occasion by the report teacher. This particular item refers to members of the immediate family.

2. Gifts by pupils to teachers. This will require some discretion on the part of the teacher. If you should receive a gift or gifts and they are presented to you at school, we think it would be better if they were not opened in the presence of other children or mention made of the fact that you have received a gift from a child. We are trying here to protect the feelings of the child who cannot give and protect you from the accusation that because a child gave you a gift that child received some imaginary privileges.

3. Gifts by teachers to pupils. The giving of gifts by teachers to pupils, as a group, is discouraged. The giving of treats at Christmas time by the teachers may be observed through the primary grades (1 - 3). However, if an organized activity group is to have a party with their sponsor outside school and exchange of gifts, this, of course, is permissable.

V. PARTIES

A. Parties in the grade schools are limited to two a year. Parties in the junior and senior high school are limited to one each quarter. All of the parties planned by groups in both grade and high school must have building administration approval.

VI. DRIVES AND COLLECTIONS

A. All drives and collections must have administrative approval. Do not collect any monies from the children for any purpose without first getting this approval.

B. I might say in connection with this heading that we, as teachers, have some obligation to the drives that are made in the community and, while the drives are on a voluntary basis, when some of us fail to help it makes it hard for the remainder and since the community supports us, we owe something to the requests. Some of the drives that ordinarily are conducted during the year are Salvation Army, Chamber of Commerce, and Red Cross to mention three of them.

VII. SCHOOL DRESS

A. This is another problem for which no fast and set application of a policy may be made. However, all teachers should at all times dress suitably for the occasion.

B. The problem of children's dress and wearing wraps in school is perhaps a matter of education and discretion on the part of the teacher. Most of these problems can be solved by tactful suggestions to the child or, where a question of health is involved, a talk with the mother may solve a particular problem.

VIII. GUM-CHEWING

A. While everyone seems to be opposed to gum chewing in his particular class, a set policy for all levels and all activities does not seem practicable. The social impropriety of gum chewing should be mentioned. It was decided that the grades would not permit gum chewing in school in any activity and the high school would have to determine its action individually. However, it was definitely decided that it should be discouraged.

APPENDIX W

To all Supervisors and Administrators:

Has the two-year program in supervision, in your judgment, generally resulted in:

I. Methods of Teaching

1. Better teacher understanding of the aims and objectives of the Bristow schools? _____
2. Better classroom procedures and methods? _____
3. Better diagnosis of teaching difficulties? _____
4. Better evaluation by teachers, of their own work? _____
5. Better use of tests, test results, etc.? _____

II. Pupil Growth

6. More pupil participation in classroom activities? _____
7. More worthwhile learning activities? _____
8. More attention to individual differences? _____
9. More democratic living in classes? _____
10. Better understanding of child nature, growth and development? _____

III. Classroom Organization

11. More economical use of time and effort? _____
12. Better use of materials, supplies? _____
13. Better organization of group and committee work? _____
14. Better use of the laboratory study period? _____

IV. Materials of Instruction, Equipment, and Supplies

15. Better adaptation of materials to needs of groups and individuals? _____
16. Clearer understanding of courses of study, outlines, etc.? _____
17. More materials of instruction, equipment and supplies? _____
18. Improved courses of study? _____
19. Better units of instruction? _____
20. Better planned lessons, units, and program of instruction? _____

V. Professional Growth in Service

21. More constructive teachers' meetings? _____
22. Better recognition of best practices of the staff? _____
23. More co-operative curriculum revision? _____
24. More professional reading and study? _____
25. Better knowledge of problem solving techniques? _____
26. More group participation in discussion? _____

27. More experimentation by teachers? _____
28. More suggestions from teachers? _____
29. More use of teacher suggestions? _____
30. More teacher participation in planning? _____
31. More use of teacher-leadership? _____
32. More use, by teachers, of supervision as resources? _____

Do you, as an administrator and supervisor, think that

1. Your approach to supervision has been more democratic? _____
2. Teachers have sought your aid more voluntarily? _____
3. You have a better understanding of the <u>whole</u> educational program? _____
4. That current school practices are more nearly in accord with the aims and objectives of the whole program? _____
5. That you have grown professionally? _____
6. That human relationships, in the whole program have been improved? _____
7. That the learning situation is a more "active" one? _____
8. That supervision has been constructive? _____
9. That you have had a greater part in the whole school program? _____
10. That your conception of your own work and what is expected of you has been clarified? _____

Do you believe that the program should be continued, with necessary modifications and improvements? _____

BIBLIOGRAPHY

Ayer, Fred C. "The Principal and the Special Supervisor," Bulletin of the Department of Elementary School Principals, II (April, 1938).

Ayer, Fred C. and Barr, A. S. The Organization of Supervision. New York: D. Appleton, 1925.

Barr, A. S. An Introduction to the Scientific Study of Classroom Supervision. New York: D. Appleton, 1931.

Barr, A. S. and Burton, William H. (ed.). Visiting the Teacher at Work. New York: D. Appleton and Company, 1925.

Barr, A. S., Burton, William H., and Brueckner, Leo J. Supervision. New York: D. Appleton-Century, 1938.

Bining and others. Organizing the Social Studies in Secondary Schools. New York: McGraw-Hill Company, 1941.

Brewton, John E. and others. In-Service Education of Elementary Teachers. Nashville, Tennessee: Division of Surveys and Field Studies, George Peabody College for Teachers, 1945.

Briggs, Thomas H. Improving Instruction. New York: The MacMillan Company, 1938.

Bolton, Frederick, Cole, Thomas, and Jessup, John. The Beginning Superintendent. New York: The MacMillan Company, 1938.

Booth, Miriam. "Helping the Beginning Teacher," Educational Administration and Supervision, Vol. XXXI, No. 1 (January, 1945).

Co-operative Study of Secondary School Standards. Philosophy and Objectives. Washington, D. C.: Co-operative Study of Secondary School Standards, 1940.

Dyer, William Penn. Activities of the Elementary Principal for the Improvement of Instruction. New York: Bureau of Publication, Teachers College, Columbia University, 1927.

Falk, Philips H. "Formulating a Comprehensive Program for Evaluation for a School Year for the General Improvement of Instructional Service." Proceedings of the Ninth Annual Conference for Administrative Officers of Public and Private Schools. Vol. III. Chicago: University of Chicago Press, 1940.

Giles, H. H., McCutcheon, S. P., and Zechiel, A. W. Exploring the Curriculum. New York: Harper and Brothers, 1942.

Gist, Arthur S. The Administration of Supervision. New York: Charles Scribner's Sons, 1934.

Hillegas, Milo B. The Elements of Classroom Supervision. New York: Laidlaw Brothers, 1931.

Hosic, J. F. and others. "Educational Supervision," The First Yearbook of the National Conference on Educational Method. New York: Bureau of Publications, Teachers College, Columbia University, 1928.

Johnson, Preston C. "The Art of Co-operation," The Nation's Schools, Vol. XXV, No. 2 (February, 1945).

Journal of the National Education Association. "Seven Objectives of Education," Vol. XXIII (March, 1934).

Joyal, A. E. The Essentials of an In-Service Education Program for Teachers. Address before the Department of Supervisors and Directors of Curriculum, Oklahoma City, February, 1945.

Kilpatrick, William H. "Guiding Principles for a More Adequate Educative Process," The Educational Forum, Vol. IX, No. 3 (March, 1945).

Kyte, G. C. How to Supervise. New York: Houghton-Mifflin, 1930.

McPherson, Rosamund. "Dear Elsie: The State Inspector Was Here," The Clearing House, Vol. XIX, No. 8 (April, 1945).

Morrison, J. C. and others. "Current Problems of Supervisors," Third Yearbook of the Department of Supervisors and Directors of Instruction of the National Education Association, 1930.

National Association of Secondary School Principals. Planning for American Youth. Washington, D. C.: National Education Association, 1944.

National Council for Social Studies. Fifteenth Yearbook. Adapting Instruction in the Social Studies to Individual Differences. Menasha, Wisconsin: George Banta Publishing Company, 1944.

Olsen and others. School and Community. New York: Prentice-Hall, Inc., 1945.

Peterson, O. E. and Messenger, Helen R. "Why Not a Planned Attack on the Forty Year Tag?" Elementary School Journal, Vol. XLV, No. 6 (February, 1945)

Powers, Liveria L. "Criteria for Judging the Success of a School Program," The National Elementary Principal. Sixteenth Yearbook. Washington, D. C.: Vol. XVI, No. 6 (July, 1937).

Prall, Charles E. and Cushman, C. Leslie. "Teacher Education in Service," Washington, D. C.: American Council on Education, 1944.

Ransberger, Marguerite. "Supervision in the American Scene," Leadership Through Supervision. Washington, D. C.: Association for Supervision and Curriculum Development of the National Education Association, 1946.

Rankin, Paul T. and others. Scientific Method in Supervisory Programs. The Seventh Yearbook of the Department of Supervisors and Directors of Instruction of the National Education Association. Washington, D. C.: 1937.

Reeder, Ward G. The Fundamentals of Public School Administration. New York: MacMillan Company, 1941.

Rugg, Harold. Democracy and the Curriculum. D. Appleton-Century: New York, 1939.

Shouse, J. B. "The Teaching Principal is a Supervisory Principal," The Educational Forum, Vol. IX, No. 2 (January, 1945).

Simpson, Ray H. "Teachers Offer Suggestions to Principals," Educational Administration and Supervision, Vol. XXX, No. 9, (December, 1944).

Smith, Eugene R. and others. Appraising and Recording Student Progress. New York: Harper Brothers, 1942.

Smith, Ida Townsend. "Prevention of Retardation in Elementary School." Unpublished Field Study, Colorado State College of Education, Greeley, Colorado, 1941.

Spafford, Ivol. Building a Curriculum for General Education. Minneapolis, Minnesota: University of Minnesota Press, 1945.

Spain, C. L. "New Definitions of the Functions of the Supervisor," Elementary School Journal, XXVI (March, 1936).

Stoddard, Alexander J. and others. The Purpose of Education in American Democracy. Washington, D. C.: Educational Policies Commission of the National Education Association, 1938.

Taggart, Lelia Ann. "Analyzing Our Problems," Leadership Through Supervision.

Van Til, William. "Exploring Educational Frontiers," Leadership Through Supervision. Washington, D. C.: Association for Supervision and Curriculum Development of the National Education Association, 1946.

Wilhems, Fred T. "Tomorrow's Assignments," Leadership Through Supervision. Washington, D. C.: Association for Supervision and Curriculum Development of the National Education Association, 1946.

Woody, Clifford and others. The Evaluation of Supervision. Fourth Yearbook of the Department of Supervision and Directors of Instruction of the National Education Association. New York: Bureau of Publications, Teachers College, Columbia University, 1931.

Typist: Wylma Black Lackey