

A STUDY OF THE SUPERVISORY PROGRAMS CARRIED ON BY
THE COUNTY SUPERINTENDENTS OF NORTHEAST OKLAHOMA

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A STUDY OF THE SUPERVISORY PROGRAMS CARRIED ON BY
THE COUNTY SUPERINTENDENTS OF NORTHEAST OKLAHOMA

By
Maude Colbaugh
Bachelor of Science
Central State Teachers' College
Edmond, Oklahoma
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APPROVED:

Vera Jones
In charge of Thesis

H. C. C. C.
Head of Department of Education

D. C. M. Intosh
Dean of Graduate School

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Maude Colbaugh

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CHAPTER I

INTRODUCTION

Numerous attempts have been made to improve the educational program of the rural schools. Consolidation of small districts into larger units, special courses for rural teachers, and various types of supervisory programs are some of the remedies suggested.

The importance of the improvement of the educational program in the rural schools is borne out by the fact that a large percentage of the elementary school population is found in the rural areas. According to the census of 1930, there were that year living in the urban areas 15,685,345 youths between the ages of five and seventeen years; at the same time there were living in the rural areas 15,885,977 youths within the same age span.¹ Kolb and Brunner in their recent book, "A Study of Rural Society," estimated that 49 per cent of the twenty-six million school pupils² in the United States were rural children.

Years of experience as a rural teacher, superintendent of a consolidated school, and county superintendent of schools have lead me to believe that supervision will do more for the improvement of the program than any of the

-
1. Kate V. Wofford, Modern Education in the Small Rural School, pp. 4-5.
 2. J. H. Kolb and Edmund des Brunner, A Study of Rural Society, p. 396.

other plans advanced by persons interested in the welfare of rural education.

Leaders in education are rapidly coming to this conclusion as indicated in the following statement found in a bulletin issued recently:

Professional supervision of schools has long been recognized by school leaders throughout the United States as one of the most, if not most, important agency for improving public-school instruction and for keeping teachers in touch with newly developed methods and procedures. Urban communities generally have provided as liberally as their budgets would permit professionally prepared and experienced supervisors, relatively free from administrative and routine duties, who devote full time to improving instructional activities in the respective school systems in which they work.

Chief state school officers, county superintendents of schools, and other educational leaders interested in improving the rural schools have devoted themselves over a period of years to efforts to extend to schools of rural and sparsely settled communities professional supervision of instruction similar to that provided in most of the city schools.

Leaders interested in promoting the growth of trained supervision for rural schools insist that such supervision is needed even more in the schools of rural than of urban communities. On the one hand, they insist that such teachers must teach pupils representing a larger variety of grade and ability levels and a broader need of subject matter. It is pointed out that to these more complex services demanded of rural teachers there must be added community and administrative responsibilities which in city systems are discharged by highly paid and specially trained school officers. The whole situation is still further complicated by the fact that too often beginning teachers, trained for the simpler work of teaching a single grade or subject of the large school set-up, find that city school systems will not employ them without previous experience. They must, therefore, first seek employment in rural school teaching, which presents many problems for which they have had no special training. 3

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3. W. H. Gaumnitz, Status of Rural School Supervision in the United States in 1936-37. U. S. Office of Education.

What is said above concerning the status of rural education in the United States is comparable to the conditions found in Oklahoma. "The major educational problem in Oklahoma is that relating to the rural schools. These schools in which approximately half of the children of the state are enrolled are so situated that they are difficult to supervise. No other schools are more in need of helpful and sympathetic oversight...Experience has demonstrated that a helpful program of improvement of teachers in service by means of the elementary accredited-school plan works effectively only in counties having special supervisors, or county superintendents whose principal interest is in supervision. There has been a decided decline in the improvement of rural schools during recent years in many counties of Oklahoma...The present supervisory staff is entirely inadequate to meet our⁴ present needs."

Until a comparatively recent date, supervision available to rural teachers in Oklahoma has been confined to such assistance as a limited number of persons in the State Department of Education could render. For a number of years, county supervisors have been employed in a varying number of counties. Eight supervisors were employed in as many counties when times were good but during the depression this number decreased to three. At the present

4. The Sixteenth Biennial Report of the State Superintendent of Public Instruction of Oklahoma 1936.

time, full time supervisors are employed in Tulsa, Osage, Seminole and Oklahoma counties.

Several types of supervisory organization have been set up to help remedy the conditions found in the rural schools. The normal school plan of supervision is an individual type, unique in its organization. In 1932, it was in operation in only two states of the United States, Idaho and Oklahoma. In Oklahoma, the state is divided into six districts for purposes of rural school supervision. In each district there is a teachers' college that gives assistance to the public schools. A description of the relationship of Northeastern State Teachers' College at Tahlequah to the schools of the Northeastern District follows:

Northeastern District itself is directly under the guidance of Northeastern State Teachers' College, Tahlequah, Oklahoma. The administration, as well as each member of the faculty of this institution, stands ready at any and all times to render service to this district. The individuals, however, who concern themselves more directly with the supervision of the rural schools of this district are:

M. P. Hammond,
President of the College
D. W. Emerson,
Director of Rural Education and Extension
Lector Hackworth,
Supervisor of Rural School Instruction
E. J. Green,
Associate Professor of Education
J. E. Arendell,
Associate Professor of Education
Ruth D. Hicks,
Secretary of Extension Division

The supervisory program which is being sponsored by Northeastern State Teachers' College, Tahlequah, Oklahoma, has now been in progress for a period of two years. The director of rural education and the supervisor feel very much encouraged with the growth

of this work. The county superintendents of the fifteen counties of the Northeastern District, as well as the teachers, certainly deserve a great deal of commendation for the part which they have taken in this program. The college administration recognizes and appreciates this fact. It is, therefore, the purpose of this section of the bulletin to set forth, briefly, a summary of the work in the entire district.

During the first year of the supervisory work only ten of the fifteen counties of the district participated. However, during the second year the entire district, which is fifteen counties, took part in this movement. The general plan of organization was the same throughout the district with the exception of two counties. Tulsa County and Osage County each had a county supervisor--hence the work in these counties was of a more intensive nature. The supervisory force of the college, however, worked in cooperation and in absolute harmony with these two supervisors. The work of the remaining counties necessarily had to be of the extensive type instead of the intensive type. The teachers in the remaining counties were divided, in the main, into two groups per county for the purpose of holding group meetings.

The general purpose of the program for the entire district, including Tulsa and Osage Counties, was to help the rural teachers to improve classroom instruction, with special emphasis on the improving of the teaching of reading and the teaching of arithmetic. Splendid response was given and in a general way the program was carried to completion very much as it was planned. 5

Reduction in the appropriations made by the state legislature for the support of Northeastern State Teachers' College caused the above plan of supervision for the Northeastern District to be discontinued in 1932. No provision was made for resuming the supervisory program until 1937.

Funds appropriated by the state legislature made it possible for the State Department of Education to place two full time supervisors in the field in July 1937.

5. C. J. Anderson and I. Jewell Simpson, The Supervision of Rural Schools, pp. 54-55.

These supervisors worked directly with the county superintendents and teachers. In this same year, arrangements were made by the State Department of Education with the six State Teachers' Colleges for them to place the services of one of their faculty members at the disposal of the county superintendents in the district served by the college. This was the first time in the history of the state that such a program had been carried out on a state-wide basis.

For the past two years every county in the Northeastern District, under the terms of the arrangement mentioned above, has been participating with different degrees of intensity in the supervisory program sponsored by the State Department of Education and carried out by the Northeastern State Teachers' College.

It is the purpose of this study to find out in what ways the program of supervision sponsored by the State Department of Education has been carried out and to evaluate the efforts that have been made. Many factors should be considered but only those that are pertinent to this study will receive attention.

CHAPTER II

PURPOSE OF STUDY AND SOURCES OF INFORMATION

The Northeastern District presents a varied picture since there is little uniformity in geography, topography, industries, property valuation, road conditions, population, size of counties and number of schools.

This section of the state is comprised of fifteen counties, ranging in size from the largest to the smallest county in the state. These counties are Adair, Cherokee, Craig, Delaware, Haskell, Mayes, Muskogee, Nowata, Osage, Ottawa, Rogers, Sequoyah, Tulsa, Wagoner, and Washington.

The various industries found in the counties help to determine the valuation. Among these counties are found some of the richest and some of the poorest counties in the state.

In parts of the district there are broad prairies with concrete or hard surfaced roads in practically every section of the county while other sections are rough with hills and rocks and dirt or chat roads which are difficult to travel in rainy seasons.

The size of the school is influenced by the density of population and the type of roads in each section. Where the sections of the Northeastern District are densely populated and have good highways, schools have been consolidated. In the sections that are sparsely populated and the roads are poor one-room schools are usually found.

With this picture of the Northeastern District before us, it is the purpose of this study:

1. To discover probable factors which influence the supervisory program in this section.
2. To determine the extent to which the county superintendents have been able to follow the suggestions that were made by the district supervisor.

Sources of Information

In order to carry forward the purposes listed in this study, information has been secured from:

1. State Department of Education
2. Visits to the Northeastern State Teachers' College and interviews with the district supervisor.
3. Personal interviews with each county superintendent of the Northeastern District.
4. Visits to the office of each county superintendent.
5. Letters to teachers in each county in the district.
6. Experience as a teacher under the plan of supervision when the program was first put into effect.
7. Experience as County Superintendent of Schools cooperating with the state and district supervisors in carrying on the supervisory program.

The next chapter will deal with the probable factors which seem to influence the extent to which the county superintendents have been able to follow the suggestions made by the district supervisor.

CHAPTER III

FACTORS AFFECTING SUPERVISION

Although the functions of supervision are very much the same in both urban and rural districts, certain situations exist in the open country that make necessary decided modifications of any acceptable organization plan of urban supervision.

The teacher has long been considered a dominant factor in American life and democracy. When education is evaluated, the teacher is pointed out as the most important factor.

Because of the low salaries and inconveniences of living in rural districts, many of the best trained teachers do not choose to stay in rural schools. After receiving their two years' experience which is usually required before they can teach in the city, many of them secure a position in urban districts.

According to a recent article in the Elementary School Journal: "At the present time more than half of the states require of the beginning teacher at least high school graduation plus two years of normal or college work.

The low salaries paid rural teachers make it difficult for the rural school to attract and hold teachers of ability. On this point Mr. Gaumnitz, in a recent issue of School Life, comments as follows: 'The annual salary of the median teacher in one-room schools, for example,

was \$517 in 1935: that of the median teacher in two-room schools was \$620. Below these ranged some 12,000 teachers of small rural schools who received less than \$300 per year; fully 6,000 of whom received less than \$200.

These salaries assume even greater significance when compared with the situation in larger cities. Over a long period of time the salaries in the smaller rural schools have ranged from one-half to one-third the salaries paid in the city schools. During the same period the disparities between the salaries of city and rural teachers have grown wider. In good times salary increases in rural schools, have lagged behind those in city schools; in hard times the salaries of the former have fallen both¹ faster and farther than of the latter."

Supervisory activities which the county superintendents of the Northeastern District were able to carry on in their respective counties are affected by the factors shown in the following table.

1. Elementary School Journal. Educational News And Editorial Comment. Vol. 38 (Feb. '38) pp. 406-8.

TABLE I
AREA, POPULATION, SALARY OF COUNTY SUPERINTENDENT
NUMBER OF TEACHERS AND SCHOOLS IN DEPENDENT DISTRICTS

County	Area	Pop.	Salary Of Co. Supt.	Number Of Teachers	Number Of Dependent Schools			
					1-R	2-R	More	Total
Adair	584	14,750	\$1440	130	2	30	8	40
Cherokee	701	17,470	1500	133	77	4	1	82
Craig	770	18,052	1500	101	65	7	3	75
Delaware	794	16,370	1500	165	53	13	8	74
Haskell	615	16,216	1500	110	20	26	8	54
Mayes	676	17,883	1500	90	50	15	5	70
Muskogee	814	66,684	2400	148	64	27	7	98
Nowata	586	13,611	1200	60	28	6	4	38
Osage	2377	47,334	2100	156	54	23	14	91
Ottawa	477	38,642	1800	60	29	16	2	47
Rogers	638	18,956	1500	169	25	13	7	45
Sequoyah	633	19,505	1500	125	29	34	9	72
Tulsa	585	187,594	3600	71	5		6	11
Wagoner	565	22,428	1500	120	63	22	5	90
Washington	425	27,777	1800	37	15	6	1	22
TOTAL				1485	579	242	88	909

Anderson and Simpson, in "The Supervision of Rural Schools," state that, "This group includes such factors as the geographical area of the administrative unit; road conditions; types and distribution of rural schools included in a supervisory unit; and the number and types of supervisory agents."² A study of the preceeding table indicates that these factors are present in the counties of the Northeastern District.

The authors quoted above also state that, "It is obvious, of course, that the supervisor who must travel fifty miles a day over both paved highways and dirt roads, visiting five or six times a year one hundred teachers scattered over an area of 1,500 square miles, must make some modifications in procedure that are not necessary for one who visits teachers in the average compact urban area."³

Cook and Monahan, in "Rural School Supervision," state that, "The average number of school buildings per county under the supervision of the county superintendent in the 40 states with county supervision is 84." Table I shows that the average number of school buildings under the supervision of the county superintendent is 69.

According to the Eighth Yearbook of the Department of Superintendence: "There is no unit which offers a more difficult supervisory problem than does the rural school."

2. Anderson and Simpson, The Supervision of Rural Schools, p. 29.

3. Anderson and Simpson, op. cit. p. 30.

The major difficulties are territorial; the territorial unit must be much larger in rural districts than in urban districts; financially, the per capita wealth of the population is less.⁴

Table I shows that there is a broad distribution in the number and type of schools in the counties of Northeastern Oklahoma. The salary scale of the county superintendents is not in proportion to the responsibilities of the various offices. In many counties in which the greatest number of teachers, schools and poorest roads are found the county superintendents receive much smaller salaries than those superintendents in counties where there are large cities with independent school systems entirely under the supervision of a City Superintendent. The salary scale ranges from \$1200 per year in a county with a population of 13,611 and 38 dependent schools with 60 teachers to \$3600 per year in a county with a population of 187,594 and 11 dependent schools with 71 teachers.

The traveling expense of the county superintendents is allowed in proportion to the population of the county, thus, giving the county superintendents who receive smaller salaries less money. In counties sparsely populated, roads, in many cases, are very poor.

"The superintendent has to deal with the problem of reaching widely scattered schools over roads varying from mud wallows to concrete highways. His schools vary in

4. Eighth Yearbook, The Department of Superintendence, pp. 61-62.

number and type....In addition to the one-room schools the superintendent has a number of two and three-room rural schools under his supervision. The median number for 361 county and district superintendents in 44 states is 5. During the past few years consolidation has lessened the number of these small rural schools so that there are on the average in each county five consolidated schools maintaining elementary and high school departments under the immediate supervision of a principal but under the general supervision of the county or district superintendent. In addition to schools enumerated above, he has elementary schools from four to ten teachers, union, district, village, and city high schools, each of these under the immediate supervision of a high school principal." ⁵

In a recent survey made in the thirteen counties of the Northeastern District by the writer, it was found that the number of yearly visits made by each county superintendent to the schools under his supervision varied greatly.

1. One county superintendent visited his schools once each year and made other extra visits on call.

2. Ten superintendents visited each school in their counties on an average of twice each year. Extra visits were made when needed to weak and inexperienced teachers.

5. Anderson and Simpson, op. cit. pp. 31-32.

3. Two superintendents visited each school in the county as often as once each month or an average of nine times a school year with extra visits when needed.

4. Ten superintendents held conferences with the teachers after visits and gave constructive criticism of the work observed.

TABLE II
NUMBER AND PER CENT OF COUNTIES USING DEVICES
LISTED FOR IN SERVICE TRAINING OF TEACHERS

Device	Number of Counties	Per Cent
General Teachers' Meeting	11	84
Plan demonstration teaching	9	68
Directed observation	8	61
Hold pre-teaching conferences	3	23
Arrange for speakers	13	100
Develop educational exhibits	11	84
Hold Course of Study Clinic	10	77
Hold group meetings	6	61
Make educational exhibits at teachers' meeting	2	15
Promote professional organization and school clubs	9	69
Plan teachers' luncheons and banquets	3	23
Provide for intervisitation of teachers with directed observation	4	30

Table II shows the supervisory devices used by thirteen county superintendents of the Northeastern District for in-service-training of teachers.

TABLE III
NUMBER AND PER CENT OF COUNTIES USING SUPERVISORY
DEVICES LISTED AND CARRIED ON FROM OFFICE OF
SUPERINTENDENT

Device	Number of Counties	Per Cent
Make educational surveys	4	30.8
Making supervisory program for year's work	2	15.4
Monthly supervisory bulletin	5	38.4
Committee meeting for making units of work	8	61.6
Sending out samples of suitable seat work	8	61.6
Hold conferences with teachers on remedial teaching	4	30.8
Help teachers prepare a list of instructoral supplies	12	92.4
Help teachers prepare list of library books	12	92.4
Organize circulating library	5	38.4
Give standard tests	2	15.4
Interpret course of study	3	23.0
Exhibit teaching devices	2	15.4

The supervisory devices listed in the above table have been considered as of value by such authorities as Anderson & Simpson and A. S. Barr.

In order to discover the extent to which the supervisory program carried on in the Northeastern District was considered helpful by county superintendents the following questionnaire was sent.

Dear County Superintendent:

Please fill in the following blanks and return to the writer.

Please be frank in saying what you think of the supervisory program in the Northeastern District. You need not sign the article and your name will not be used.

Signed

The Northeastern District Supervisory program carried on by Miss Lector Hackworth and the State Supervisors as it is carried on at the present time is:

1. _____

2. _____

3. _____

4. _____

5. Which supervisory device is most helpful to you? _____

From the replies received to the questionnaire on the preceeding page these statements were found:

1. "Efficient and helpful"
2. "Instructive and educational"
3. "The work being done is good. We need more of it."
4. "A real service for the schools of Northeast Okla.

It would be a serious mistake to discontinue this service."

5. "Gives new ideas"
6. "Develops new objectives"
7. "Aids in closer fellowship of teachers"

Supervisory devices found to be of most value were:

1. Demonstration lessons
2. Victrola, in connection with music program
3. Instruction on course of study
4. Group meetings for improvement of teacher technique and professional growth
5. Study clinics

CHAPTER IV
TENTATIVE PLAN OF SUPERVISION FOR
NORTHEASTERN OKLAHOMA

During the summer of 1937, the Rural School Division of the State Department of Education together with the Rural Supervisors from the six teachers' colleges in the state met in conference and decided to set up the following objectives for emphasis in rural schools:

1. To improve instruction with emphasis on reading, especially reading in the middle grades
2. To improve elementary libraries with emphasis on a balanced and usable library
3. To improve the model and accredited program.

In addition to these state objectives, the District Supervisor for the Northeastern District, Miss Lector Hackworth, sent the following list of supervisory possibilities to each county superintendent in the Northeastern District requesting him to select some rather definite and pertinent projects to use as a basis for the year's work. The supervisory possibilities listed below were suggested and permission was given to add other desirable activities for the year:

"The supervisor can:

1. Aid in planning and conducting group meetings for the purpose of acquainting teachers with new teaching methods

2. Aid in planning and conducting a Course of study Clinic
3. Aid in planning and establishing circulating libraries
 - a. Of a professional nature for teachers
 - b. Of a recreatory nature for pupils
4. Aid in pooling the library resources for certain districts in order to purchase story books and supplementary readers; also give assistance in selecting suitable books for this project
5. Aid in organizing Parent Teachers Associations in certain communities
6. Aid a group of teachers in studying and using environmental materials
7. Aid in conducting a survey of some one school community in order to solve the teaching problem of this school
8. Aid in improving the teaching in general in a selected number of schools (not more than two)
9. Aid in improving the teaching of a selected subject such as reading
10. Aid in guiding a selected group of teachers in the study of some specific problem such as the making of units
11. Aid in concretizing instruction in certain schools (such as setting up science corners in the school-room)

12. Aid (especially principals) in making a study of the cause of failures and how to overcome them
13. Aid in planning and carrying on intervisitation of certain teachers
14. Aid in planning Zone meetings for Saturday morning (Parents invited--bus load of students from the college also invited)
15. Aid in securing observation privileges at the Training School (at the college)
16. Aid (in larger schools) in planning assembly programs (which might also be given at other centers, perhaps at the college)
17. Aid in conducting a study of some of the new movements in education such as an integration program
18. Aid in working toward a more unified standard between the several counties to use in accrediting elementary schools
19. Aid in working out bibliographies that will help a teacher in organizing and preparing her teaching material
20. Aid in beautifying the school grounds by securing the assistance of the Agricultural Department of the college.
1

With the aid of the above listed possibilities in a supervisory program from the Northeastern State Teachers' College Department of Education, each county superintendent in the fifteen counties comprising the district compiled a list of the objectives which they expected to attain, in addition to the program outlined by the state department for the school year 1938-39. The objectives selected for emphasis in the various counties appear on the following pages.

ADAIR COUNTY
G. M. Hagan, Superintendent

1. To promote a safety program in as many schools as possible
2. To assist the county nurse in promoting a county health program
3. To give the state accredited tests county-wide twice during the year
4. To encourage better libraries in the various schools
5. To hold a COURSE OF STUDY CLINIC for the purpose of aiding teachers in interpreting and using the new LANGUAGE ARTS COURSE OF STUDY recently issued by the State Department
6. To plan and conduct a series of group meetings during the second semester in order to stimulate teachers to do better teaching

CHEROKEE COUNTY
Roger Ghormley, Superintendent

1. To increase the accredited schools from nine to twenty (The nine accredited last year marks the beginning of accrediting schools in Cherokee County.)
2. To cooperate with Mr. G. W. Gable, former president of Northeastern State Teachers' College, in promoting story-telling contest in the county

CHEROKEE COUNTY
Continued

3. To stress the teaching of six songs by the Fullerton Music Method which will be used in a county chorus next spring
4. To conduct a county-wide eighth grade graduating exercise next spring
5. To cooperate with the health clinic in its attempt to eradicate communicable diseases in rural schools
6. To plan and conduct a series of group meetings during the first and second semester in order to stimulate teachers to do better teaching
7. To hold a COURSE OF STUDY CLINIC for the purpose of aiding teachers in interpreting and using the new LANGUAGE ARTS COURSE OF STUDY recently issued by the State Department
8. To give the state accredited tests twice during the school year
9. To select a committee of teachers to meet with the District Supervisor in working out a unit fusing geography and history
10. To select a committee of teachers to work out a unit on humane education (assisted by District Supervisor)

CRAIG COUNTY
E. M. Rector, Superintendent

1. To continue to build the County Library which was started last year
2. To give the audiometer test in a limited number of schools and to follow with teaching suggestions to the teachers and a letter to the parents
3. To cooperate with the county nurse in promoting a health program in the rural schools
4. To give the state accredited tests county-wide twice during the year
5. To hold a COURSE OF STUDY CLINIC for the purpose of aiding teachers in interpreting and using the new LANGUAGE ARTS COURSE OF STUDY recently issued by the State Department
6. To plan and conduct a series of group meetings during the second semester in order to stimulate teachers to do better teaching
7. To select two schools in which the District Supervisor will work each time she is in the county
8. To issue during the year four bulletins containing teaching helps and suggestions

CRAIG COUNTY
Continued

9. To stress the use of the Fullerton Music Method in a limited number of schools
10. To set up in the county office a bulletin board to be used for the purpose of displaying exhibits from the rural schools

DELAWARE COUNTY
Claude W. Hanna, Superintendent

1. To make an "Age-Grade-Study" of a limited number of schools and follow with teaching suggestions
2. To promote a citizenship program in as many schools as possible
3. To give the audiometer test in a limited number of schools and follow with teaching suggestions to the teachers and a letter to the parents
4. To encourage the use of the Fullerton Music Method
5. To appoint a committee of teachers to work specifically on fusing geography and history, the results of which will be sent to all teachers in the county
6. To give the state accredited tests county-wide twice during the year
7. To hold a COURSE OF STUDY CLINIC for the purpose of aiding teachers in interpreting and using the new LANGUAGE ARTS COURSE OF STUDY recently issued by the State Department
8. To plan and conduct a series of group meetings during the second semester in order to stimulate teachers to do better teaching
9. To continue to cooperate with the State Health Department in promoting a health program
10. To encourage the improvement of reading

HASKELL COUNTY
I. B. Powers, Superintendent

1. To rebuild or repair with W.P.A. labor every school house in Haskell County that needs improving
2. To conduct a county basketball tournament and a track and field meet
3. To increase library facilities and thereby improve teaching
4. To set thirty schools as a goal to merit the Rural Accredited rating

HASKELL COUNTY Continued

5. To give first semester state accredited tests in all schools of the county and the second semester tests in certain weak schools
6. To hold a COURSE OF STUDY CLINIC for the purpose of aiding teachers in interpreting and using the new LANGUAGE ARTS COURSE OF STUDY recently issued by the State Department
7. To plan and conduct a series of group meetings during the second semester in order to stimulate teachers to do better teaching

MAYES COUNTY Mrs. J. S. Knight, Superintendent

1. To make a county-wide library survey and follow with recommendations to the teacher and to the school board members
2. To give the Orleans Reading and Orleans Arithmetic Standardized Tests to a limited number of schools and follow with teaching suggestions
3. To give the state accredited tests county-wide twice during the year
4. To encourage every teacher to teach at least one unit during the year based on safety
5. To cooperate with the State Health Department in promoting a health program
6. To add to the professional library in the office which was started last year
7. To give the audiometer test in a limited number of schools and to follow with teachings suggestions to the teachers and a letter to the parents
8. To hold a COURSE OF STUDY CLINIC for the purpose of aiding teachers in interpreting and using the new LANGUAGE ARTS COURSE OF STUDY recently issued by the State Department
9. To plan and conduct a series of group meetings during the second semester in order to stimulate teachers to do better teaching
10. To continue the Teachers' Exchange which was started in the office last year
11. To appoint a committee of teachers to meet with the District Supervisor and work out a unit on fusing geography and history

MUSKOGEE COUNTY
E. V. Dawson, Superintendent

1. To give the audiometer test county-wide and follow with teaching suggestions to the teachers and a letter to the parents
2. To appoint a committee of teachers to meet with the District Supervisor to work on fusing geography and history, the results of which will be sent to all teachers in the county
3. To give the state accredited tests county-wide twice during the year
4. To hold a COURSE OF STUDY CLINIC for the purpose of aiding teachers in interpreting and using the new LANGUAGE ARTS COURSE OF STUDY recently issued by the State Department
5. To plan and conduct a series of group meetings during the second semester in order to stimulate teachers to do better teaching
6. To select two schools in which the District Supervisor will work each time she is in the county

NOWATA COUNTY
J. M. Staton, Superintendent

1. To select two schools in which the District Supervisor will work each time she is in the county
2. To repeat the county-wide library survey which was conducted last year and make an increased effort to balance the libraries--follow this with stressing the use of the library
3. To appoint a committee of teachers to meet with the District Supervisor and work on fusing geography and history, the results of which will be sent to all teachers in the county
4. To give the state accredited tests county-wide twice during the year
5. To hold a COURSE OF STUDY CLINIC for the purpose of aiding teachers in interpreting and using the new LANGUAGE ARTS COURSE OF STUDY recently issued by the State Department
6. To plan a series of group meetings during the second semester in order to stimulate teachers to do better teaching
7. To continue the health program which has been emphasized the past two years
8. To give the audiometer test to certain schools and follow with teaching suggestions to the teachers and a letter to the parents

OSAGE COUNTY
 Elmer Petree, Superintendent
 Mrs. Edith Layton, Supervisor

1. To hold a COURSE OF STUDY CLINIC for the purpose of aiding teachers in interpreting the new LANGUAGE ARTS COURSE OF STUDY recently issued by the State Department
2. To give the state accredited tests county-wide twice during the year
3. To give Pitner-Cunningham reading readiness test to the beginning pupils in certain schools of the county and assist teachers in remedial work where necessary
4. To follow the state rural school schedule including alternations of subjects, developing the unit plan of work where possible
5. To add professional books to the county superintendent's library and encourage teachers to use these books
6. To continue the health program by use of the audiometer test and the vision test, and aid in fitting pupils with glasses
7. To have teachers of two-teacher schools make a study of the schedule issued by the state in order to adjust it to the needs of Osage County two-room school situations
8. To continue the use of the Fullerton Music Method which will culminate in a County Chorus for the State Teachers' Meeting in February
9. To continue to aid teachers in selecting libraries
10. To continue eighth grade graduation exercises
11. To hold group meetings the second semester for the purpose of stimulating teachers to do better teaching
12. To work on fusing geography and history, sending the results to all teachers of the county
13. To set up in the office a Bureau of Materials from which teachers may check helps for their teaching

OTTAWA COUNTY
 Howard N. Scott, Superintendent

1. To continue the Fullerton Music Method county-wide that was started last year
2. To continue the county-wide eighth grade graduation exercise that was initiated last year
3. To give audiometer test county-wide and follow with teaching suggestions to the teachers and a letter to the parents
4. To give the state accredited tests county-wide twice during the year

ROGERS COUNTY
J. W. Keeter, Superintendent

1. To give the audiometer test in a limited number of schools and to follow with teaching suggestions to the teachers and a letter to the parents
2. To encourage a safety program in every school in the county
3. To promote a health program in the rural schools
4. To continue improving of libraries
5. To give the state accredited tests county-wide twice during the year
6. To hold a COURSE OF STUDY CLINIC for the purpose of aiding teachers in interpreting and using the new LANGUAGE ARTS COURSE OF STUDY recently issued by the State Department
7. To plan and conduct a series of group meetings during the second semester in order to stimulate teachers to do better teaching

SEQUOYAH COUNTY
R. Guy Scott, Superintendent

1. To give the state accredited tests twice during the year
2. To encourage the teachers to teach safety
3. To continue the library improvement program
4. To plan and conduct a group meeting during the second semester in order to stimulate the teachers to do better teaching
5. To hold a COURSE OF STUDY CLINIC for the purpose of aiding teachers in interpreting the new LANGUAGE ARTS COURSE OF STUDY recently issued by the State Department

TULSA COUNTY
Oliver Hodge, Superintendent
Mrs. Esther Donovan, Supervisor

1. To continue the use of the Bookmobile which was started last year
2. To give the Metropolitan Reading Readiness Test to every beginning pupil and follow with conferences with the teachers of these pupils
3. To hold a COURSE OF STUDY CLINIC for the purpose of aiding the teachers in interpreting and using the new LANGUAGE ARTS COURSE OF STUDY recently issued by the State Department

TULSA COUNTY
Continued

4. To continue improvement of the teaching of reading with emphasis on remedial reading
5. To continue the program of intervisitation of teachers started last year
6. To stress definite lesson plan worked out by every teacher
7. To issue a one page monthly bulletin containing concise and significant suggestions for teachers
8. To issue helps from the office on teaching, in connection with other subjects, the conservation of natural resources
9. To give the state accredited tests in every school twice during the year
10. To plan and conduct a series of group meetings during the second semester in order to stimulate teachers to do better teaching

WAGONER COUNTY
J. W. Coventon, Superintendent

1. To continue building the rural school library (in the superintendent's office) which was started last year
2. To stress through conferences with teachers the necessity of teaching the proper respect for property
3. To emphasize the value of teachers visiting the homes of their pupils
4. To give the state accredited tests county-wide once during the year
5. To encourage the teaching of safety in every rural school
6. To hold a COURSE OF STUDY CLINIC for the purpose of aiding the teachers in interpreting and using the new LANGUAGE ARTS COURSE OF STUDY
7. To plan and conduct a series of group meetings during the second semester in order to stimulate the teachers to do better teaching
8. To give the audiometer test in certain schools and follow with teaching suggestions
9. To select a committee of teachers to meet with the District Supervisor and work out a unit fusing geography and history

WASHINGTON COUNTY
Maud Colbaugh, Superintendent

1. To continue the use of the Fullerton Music Method which was started last year
2. To initiate a county-wide visual educational program by means of selecting a group of teachers to work with the District Supervisor in preparing a bulletin which will be sent to all teachers in the county
3. To initiate the use of the radio in a limited number of schools by means of selecting a few teachers to meet with the District Supervisor and work out suggestions which will be sent to all schools that have radios
4. To give the state accredited tests county-wide during the year
5. To hold a COURSE OF STUDY CLINIC for the purpose of aiding the teachers in interpreting and using the new LANGUAGE ARTS COURSE OF STUDY recently issued by the State Department
6. To plan and conduct a series of group meetings during the second semester in order to stimulate the teachers to do better teaching
7. To carry on an "Improvement of Teaching" program by means of an intervisitation of teachers with directed observation
8. To select a committee of teachers to work with the District Supervisor on a unit fusing geography and history, the results of which will be sent to all teachers
9. To issue, with the help of the District Supervisor, teaching suggestions on conservation of natural resources

The above objectives set up by the respective counties for carrying out the suggestions made by the State and District Supervisors indicate that the counties are interested in supervision and that they have planned definite steps for realizing the objectives of the program.

CHAPTER V

SUMMARY AND CONCLUSION

This study has given a brief history of the progress of rural supervision in Oklahoma with particular emphasis on the program carried on in the Northeastern District. It indicates that supervision "comes and goes" in Oklahoma. In prosperous times a supervisory program is carried on in the state and in times of depression the program is curtailed or discontinued.

Some of the factors affecting supervision in the Northeastern District are:

1. Wide variation in the status of rural teachers
2. Density of population
3. The area of unit of supervision
4. The number and types of schools
5. The amount of time the county superintendent has to devote to supervisory work.

The population basis for determining the salary of the county superintendent is not a fair one because the responsibilities and duties of the office are not determined by the population of the county.

This study enumerates the changing conditions and various factors affecting supervision in different counties of the Northeastern District and their relationship to the various types of supervisory activities carried on.

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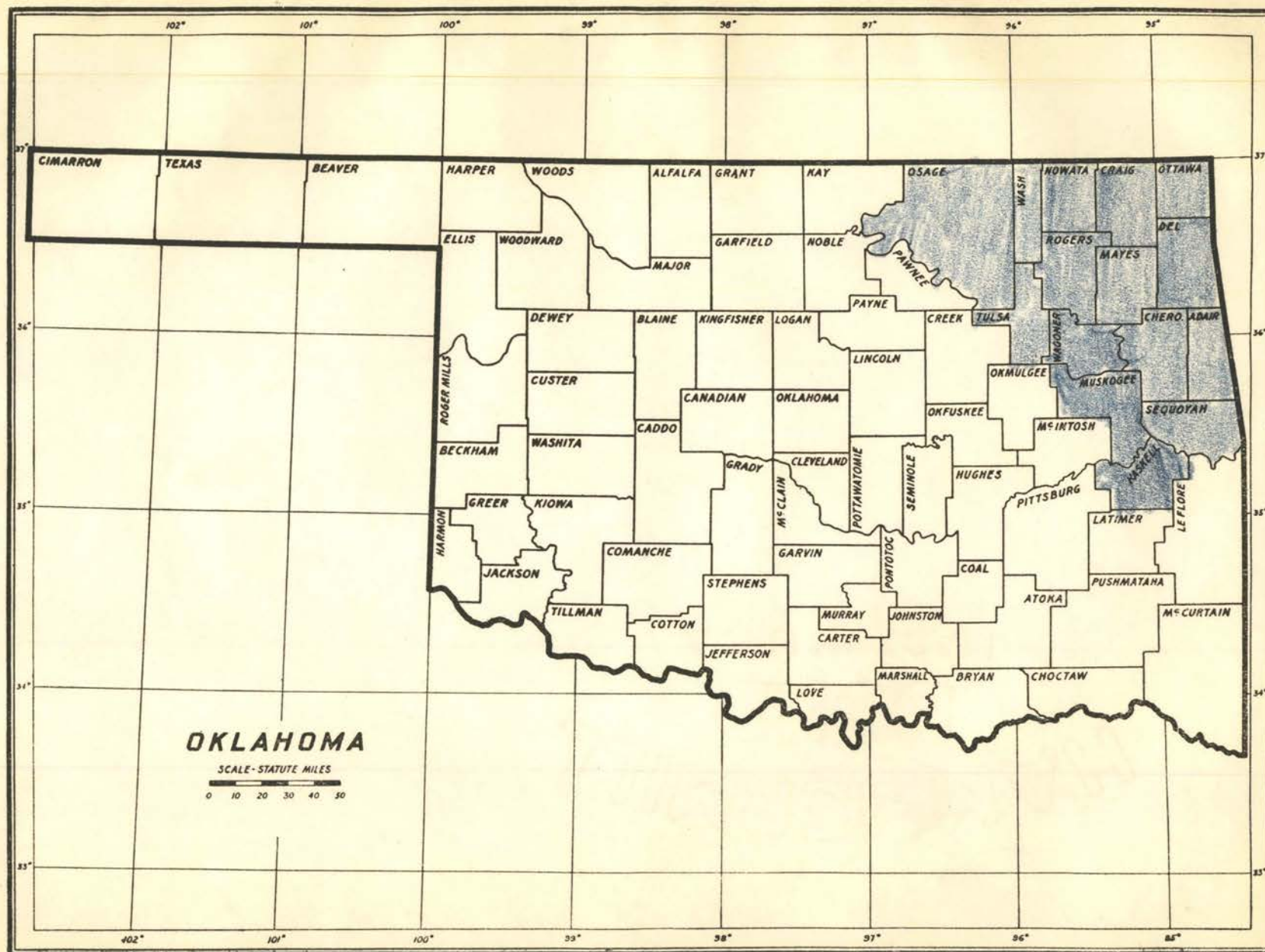
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