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## A Study of the Implications of Supervisory Principles

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<https://dx.doi.org/doi:10.25774/w4-2w5k-7b70>

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A STUDY OF  
THE IMPLICATIONS  
OF SUPERVISORY PRINCIPLES

by

**E. Boyd Graves**

A STUDY OF  
THE IMPLICATIONS  
OF SUPERVISORY PRINCIPLES

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E. Boyd Graves

SUBMITTED IN PARTIAL FULFILLMENT

OF THE REQUIREMENTS

OF

COLLEGE OF WILLIAM AND MARY

for the degree

MASTER OF ARTS

1935

**INGA OLLA HELSETH**

**To Dr. Helseth the writer expresses  
his indebtedness for an increased  
professional stimulation and insight.**

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## Introduction

The purpose of this study is to determine the implications of five principles of supervision for the function, organization, and techniques of a supervisory program in elementary schools. The principles are: Supervision is Philosophic, Supervision is Scientific, Supervision is Creative, Supervision is Cooperative, Supervision is Effective. These principles were set up in 1930 by the Department of Supervisors and Directors of the National Education Association. They have been well received by educators, who have approved them as being sound, complete, and valid.

The attempt is made in this thesis to determine the specific implications of these principles for various aspects of supervision. Individual principles have more definite implications for some aspects of supervision than for others. For example, in the techniques of supervision the principle Supervision is Philosophic has significant implications for planning the supervisory program, while the principle Supervision is Creative has significant implications for techniques in providing for individuality. No attempt has been made to include all aspects of supervision, but to illustrate with those phases in which definite implications of the five principles exist.

## CHAPTER ONE

### The Function of Supervision

Educational philosophy has its orientation in contemporary ideology, which has always varied according to the age or civilization in which it existed. Among the Eastern civilizations it was a spiritual or religious ideology, while among the Greeks it was humanistic. The ideology of the Roman Empire was political. That of our own age may be said to be a mechanistic-economic ideology since an ideology arises from the absorption of dominating influencing elements by a people living among them. Within this ideology the ideals of democracy provide a framework in which the philosophy of education finds its orientation. "Educational philosophy is...never the sheer invention of philosophers and educational theorists."<sup>1</sup>

As social philosophy changes, educational philosophy should change. The important implication for the supervisor in the changing ideology of a social group is the complementary changes that must be made in education. Educational philosophy should not only reflect the current social philosophy, but should have an active part in bringing about changes in the social order to raise it to higher levels. The fact that we are now living in the midst of significant social change increases the obligation of the supervisor to study the changes in the light of their implications for education. Until the supervisor has gained an understanding of the problems and trends

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1. National Education Association, Department of Supervisors and Directors of Instruction, Scientific Method in Supervisory Programs, Seventh Yearbook, Bureau of Publications, Teachers College, Columbia University, 1934, p. 113.

of society as a whole, he cannot effectually allocate the functions of education in that society. This socio-political background is necessary to the leadership which the supervisor is called upon to provide.

Supervisory philosophy has its orientation in the existing philosophy of education. The supervisor can properly assume his responsibility as an educator in guiding educational progress only by cultivating a dynamic philosophy of supervision appropriate to the school system in which he works. Out of this philosophy arises the conception of the function of supervision, regardless of whether this conception embraces the fifty-three duties listed by Barr and Burton<sup>1</sup> or is confined to the simple statement of Hillegas that the function of supervision is the selection of materials and the suggestion of methods.<sup>2</sup>

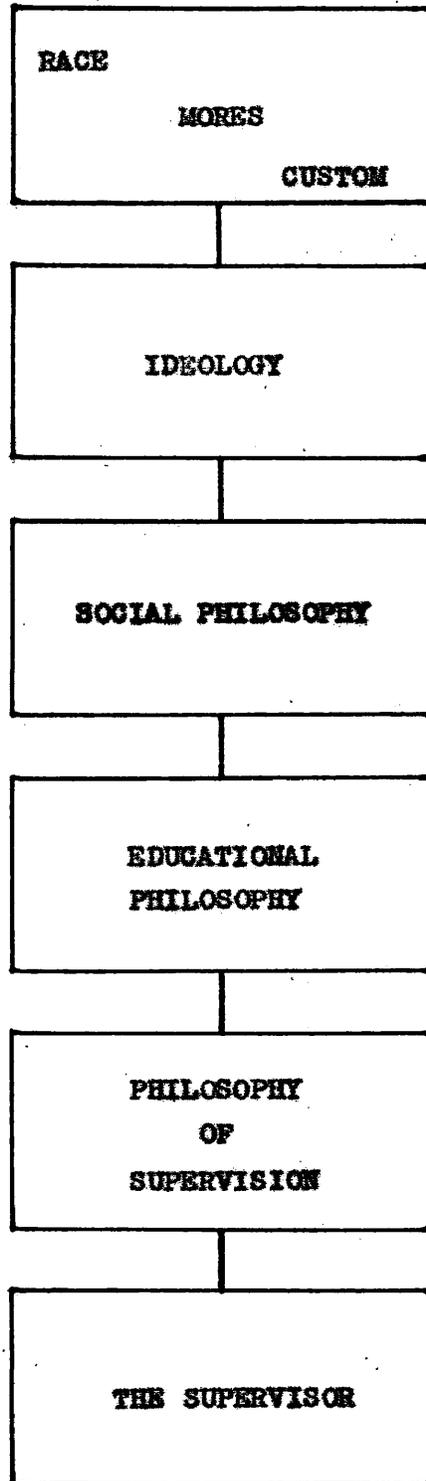
In order that supervision may be philosophic, it is the function of supervision to evolve a point of view regarding the aims and purposes of society, to determine the place of education in society, and to arrive at a conception of the function of supervision in an educational system. The line of development is shown in CHART I.

The supervisor should see beyond the philosophical aspects of supervision to the more practical fields of knowledge which furnish

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1. Barr, A. S., and Burton, W. H., The Supervision of Instruction, Appleton, 1925, pp. 15-17.

2. Hillegas, M. B., The Elements of Classroom Supervision, Laidlaw, 1931, p. 24.



**CHART I. LINE OF DEVELOPMENT OF SUPERVISORY PHILOSOPHY**

the raw materials for philosophy. The field of science is especially important in this respect. Science is fundamentally analysis and classification; philosophy is a process of synthesis and generalization. It is the function of supervision to understand and utilize both.

In order that the supervisor may make the most effective use of science, he must recognize the limitations of science as applied to education. This application does not mean (as some educators have thought<sup>1</sup>) that all educational procedures should be objectified to fit scientific formulae. The enthusiasm for testing, measuring, and classifying which followed the giving of the Army Intelligence Tests during the period of the World War<sup>2</sup> carried science into education to the extent that in some instances science became the goal of education rather than its tool. Amid the general enthusiasm for things scientific during recent years, educators were not alone in over-estimating the applications of science that could be made.<sup>3</sup> The supervisor must exercise great care in applying science to education and must be guided by the knowledge that the latter is an art and the former one of its instruments.

Education can and should be scientific to the extent that it can effectively utilize scientific methods. Although teaching efficiency and total pupil growth cannot be measured with mathe-

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1. Alberty, H. B., and Thayer, V. T., Supervision in the Secondary School, Heath, 1931, p. 87.

2. Adams, Grace, "The Rise and Fall of Psychology," Atlantic Monthly, 153:62, January, 1954.

3. Sullivan, J. W. H., Gallio, Dutton, 1928, p. 44.

natical accuracy, scientific procedure is valuable in measuring the acquisition of skills and should be used by the teacher and supervisor for this purpose. In addition, science may be applied through a program of research which should include investigations conducted by the supervisor and experiments carried on by teachers in their classrooms. There is nothing fundamentally new about experiment; it is merely the application of Science to the process of trial and error to avoid needless waste and to objectify the procedure as far as possible in the interest of a more valid conclusion. Through its use the supervisor can lead teachers to arrive at their own conclusions on educational matters, particularly those related to classroom method. Conclusions arrived at in this manner have more meaning and significance for the teacher than facts accepted on the basis of authority.<sup>1</sup> Revealing to teachers the values and methods of research is one of the functions of supervision.<sup>2</sup>

Supervision may apply science to education without bringing about a standardization that will sacrifice the individual to a mechanical program. In this respect the use of science does not conflict with the present trend in education toward a careful study of the nature and needs of the individual pupil. On the contrary, science offers the educator the best instruments for determining

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1. Department of Supervisors and Directors of Instruction, N.E.A., Educational Supervision, First Yearbook, Bureau of Publications, Teachers College, Columbia University, 1928, p. 215.  
 2. Douglass, H. R., and Boardman, C. W., Supervision in Secondary Schools, Houghton Mifflin, 1934, p. 263.

what an individual's nature and needs are. As the desired analysis becomes more varied and inclusive, different branches of science are called upon to provide the information needed. The tendency in education to develop the "whole child" has made pedagogy increasingly dependent upon psychology, sociology, and physiology. There is a marked obligation to psychology in the recent emphasis upon creative education.

There are two current interpretations of creativeness.<sup>1</sup> The sociological interpretation stresses the product of the creative act and holds that only superior or gifted individuals are creative. The psychological interpretation views the product of the creative act in relation to the individual's previous experience. "A creative act is an act which represents for the creator a new thought, a new idea, a new solution, a new analysis or a new synthesis."<sup>2</sup> The emphasis upon creativeness that has developed during the past five years has been the outgrowth of attention to individual pupils and the method by which they learn, together with a growing desire to make education more democratic. Belief in the virtues of shared activity, wide participation, and individual freedom is favorable to the idea that creativeness is not necessarily restricted to the person of genius. While the term "creative education" is of recent

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1. Department of Supervisors and Directors of Instruction, N.E.A., Supervision and the Creative Teacher, Fifth Yearbook, Bureau of Publications, Teachers College, Columbia University, 1933, p. 5.  
2. *Ibid.*

origin, its substance and significance were well expressed in 1928 by Kilpatrick.<sup>1</sup> In 1932 the justification for the viewpoint that education is creative was stated as follows:

1. Each individual must create in order to make normal adjustments to the rapidly changing conditions in his social environment.
2. Real satisfactions are attained in the greatest amounts only by the individual who solves his life problems through intelligent creative activity.<sup>2</sup>

Any adjustment to an unusual situation involves a degree of creativeness. Although in the case of some individuals the degree may be small, the opportunity for creative expression may be large since the opportunity exists whenever human activity rises above the level of automatic responses. The activity of teaching, functioning in the midst of continual change, should be consciously creative. Since the integration of the individual is in part revealed by his ability to make wise adjustments, creativeness in supervision is shown by the supervisor's success in making teachers aware of situations and able to make wise adaptations appropriate to them. The function of supervision is to assist her in making adaptations that are educationally sound and to help her to evaluate adaptations after they have been made.

Attitudes and appreciations are important factors in the

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1. Department of Supervisors and Directors of Instruction, First Yearbook, op. cit., p. 259.

2. Department of Supervisors and Directors of Instruction, Fifth Yearbook, op. cit., p. 9

creative act since every act, with the exception of an automatic response, involves these emotional or semi-emotional aspects of personality. Consequently, it is the function of supervision to deal with the attitudes and appreciations of teachers as well as with their skills in teaching. The supervisor should consider the total personality of the teacher to the same degree that he expects the teacher to consider the total personality of the pupil.<sup>1</sup> The creative act involves elements distinctly human, which demands a conception of supervision as a "highly socialized function."<sup>2</sup> Although habits and skills are integral parts of human activity and are basic to stability in personality,<sup>3</sup> these responses are in themselves without value except as they are given meaning, interest, and importance by reason and emotion.

The individualized nature of supervisory work, made necessary by the differences in teachers, demands a democratic type of supervision. Democratic leadership involves the ability on the part of the leader to stimulate and utilize the best qualities in those being led. Progress should not depend solely upon the supervisor's own activities and contributions, but should evolve from the whole teaching corps as a consequence of the supervisor's stimulation and guidance.

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1. Department of Supervisors and Directors of Instruction, Seventh Yearbook, op. cit., p. 33.

2. Gist, A. S., Elementary School Supervision, Scribners, 1926, p. 17.

3. Dorsey, John Morris, The Foundations of Human Nature, Longmans, 1935, p. 61.

Cooperative supervision has its basis in democratic theory. The interpretation of the function of supervision in terms of cooperation is consistent with the viewpoint that education has its orientation in the ideals of democracy, since supervision, as a phase of education, should find its orientation in the same "frame of reference." The cooperative supervisor shares with teachers the responsibility for finding solutions to educational problems and seeks these solutions through cooperative effort. This is opposed to autocratic or dictatorial supervision in which the supervisor hands down to teachers ready-made solutions to their problems. Cooperative supervision contends that satisfaction resulting from achievement and growth shall be shared by all. The supervisor should not take credit to himself for progress within the school system, but should distribute the rewards of achievement among the teaching corps to motivate further development.

Cooperative supervision is strongly supported by educational authorities. Alberty and Thayer<sup>1</sup> base their interpretation of the function of supervision upon principles of cooperation. Barr and Burton<sup>2</sup> believe the entire teaching personnel should contribute cooperatively to the supervisory program, while Mead<sup>3</sup> extends the meaning of cooperation to include the participation of pupils.

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1. Alberty, H. B., and Thayer, V. T., *op. cit.*, Ch. I.

2. Barr, A. S., and Burton, W. H., *op. cit.*, p. 54.

3. Mead, A. R., Supervised Student Teaching, Johnson, 1930, p. 249.

The principle of cooperation applied to the function of supervision helps to make supervision effective. The supervisor must be a "practitioner of educational principles and procedures,"<sup>1</sup> and, at the same time, maintain a nice balance between theoretical extremes.<sup>2</sup> He should be progressive in the sense that he gives careful consideration to new ideas, but should hesitate to impose them upon teacher or community.<sup>3</sup>

Effective supervision is the result of the application of the principles of philosophy, science, creativeness, and cooperation to the supervisory function. Since effectiveness is a logical outgrowth of these four principles, it cannot rightly be considered a principle, but must be viewed as a result. This in no way lessens its importance, since the establishment of supervision in our educational system must be credited to its effectiveness.<sup>4</sup>

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1. Uhl, W. L., and others, The Supervision of Secondary Subjects, Appleton, 1929, p. 2.

2. Rugg, Harold, Culture and Education in America, Harcourt Brace, 1931, p. 224.

3. Holt, Hamilton, "Creative Education," in Higher Education Faces the Future, Liveright, 1930, p. 60.

4. Boreas, J., and Selke, Geo. A., Rural School Administration and Supervision, Heath, 1926, p. viii.

## CHAPTER TWO

### The Organization of Supervision

The formation of a supervisory organization is a philosophical undertaking. It involves a synthesis of the best theory and practice of the past and present through evaluating the purposes to be served, and the interpretation of the meaning of these values in terms of an ideal policy of organization. The heart of such a policy lies in the functions involved and the conviction that organization exists to the end that these functions become operative.

Early supervisory organizations borrowed their organization patterns from industry, which, in turn, had been borrowed from the military.<sup>1</sup> The chief characteristic of this "Line Type" organization is the direct responsibility of each worker to the person immediately above him in rank. This organization is effective in industry since standardization is both possible and desirable and through it speed in the production of goods is maintained. For supervision, in which the purposes and products are different from those of industry, this organization is inadequate. Educational administrators and supervisors have recently recognized the mistake of borrowing it for supervision instead of developing a more appropriate pattern.

There is evidence that a more adequate type of organization for supervision is being sought. Principles for the organization of supervisory programs are undergoing changes representing a definite

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1. National Education Association, Department of Supervisors and Directors of Instruction, Effective Instructional Leadership, Sixth Yearbook, Bureau of Publications, Teachers College, Columbia University, 1933, p. 76.

trend away from industrial patterns. In 1926 Barr and Burton were careful to establish lines of authority in their list of principles for the organization of supervision in order that conflict could readily be resolved.<sup>1</sup> By 1930 Kyte was referring to the supervisor as a "technical advisor," thereby changing the status of the supervisor as a "Line" officer to a "Staff" officer.<sup>2</sup> In 1934 Douglass and Boardman introduced elements of cooperation, integration, simplicity, flexibility, and creativeness into the supervisory organization.<sup>3</sup> The present trend away from the industrial type of organization is hastened by the changing principles of organization and the efforts being made to evolve a unique organization compatible with the functions of supervision.

The evolution of an appropriate organization for supervision should begin with a consideration of the individual child and his capacity for self-realization. (See Chart II) Philosophy continually suggests changes that should be made in human beings to produce an ideal society of perfect individuals, and insists that the potentialities for such perfection are present and awaiting realization in the individual.<sup>4</sup> Psychology, however, has failed to provide for education a practical analysis of the process of self-realization within the child's personality. Recent attempts on the

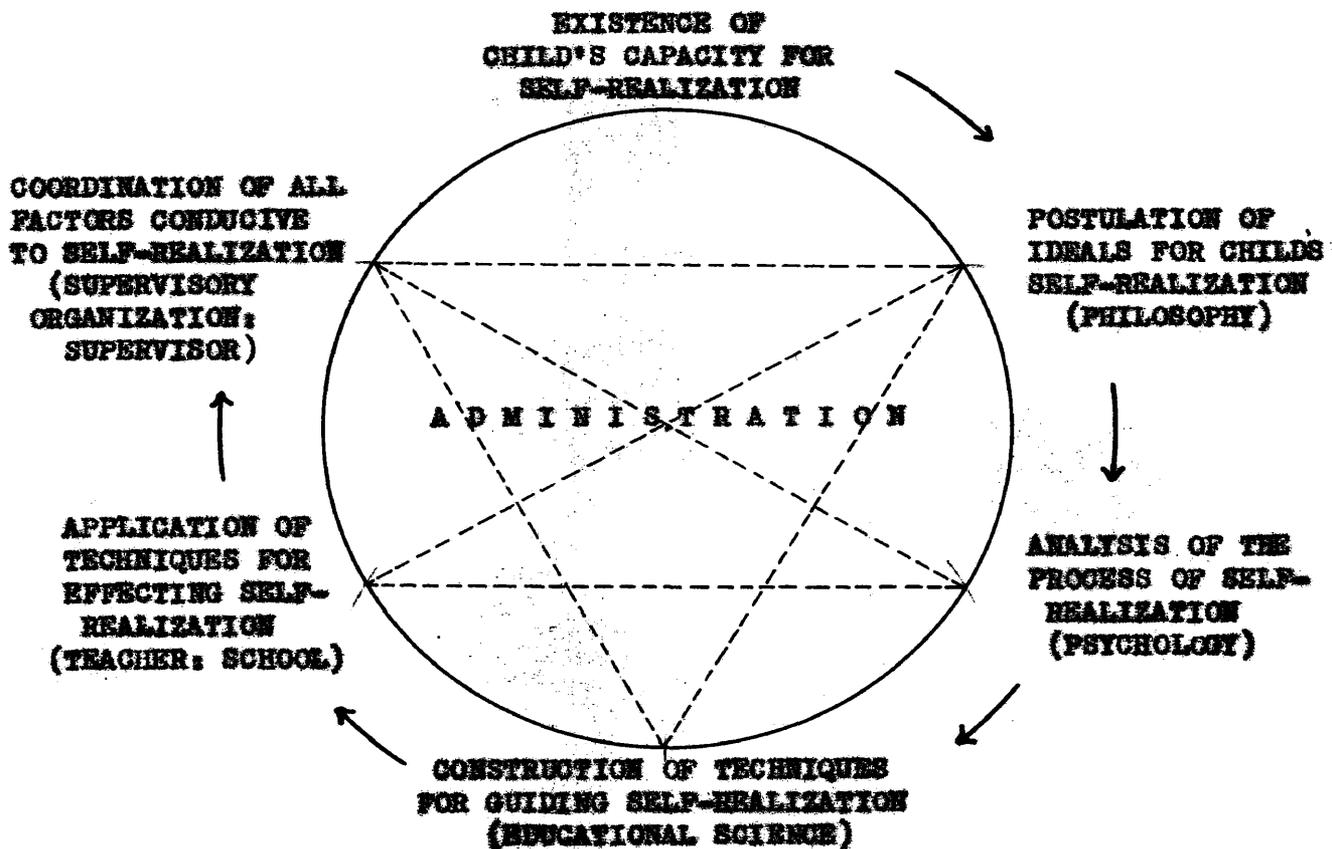
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1. Barr, A. S., and Burton, W. H., *op. cit.*, pp. 66-67.

2. Kyte, G. C., How to Supervise, Houghton Mifflin, 1930, pp. 51-54.

3. Douglass, H. R., and Boardman, C. W., *op. cit.*, p. 46.

4. Urban, Wilbur Marshall, Fundamentals of Ethics, Ch. XIV.



**CHART II: PHILOSOPHY OF SUPERVISORY ORGANIZATION**  
 (Arrows show development; dotted lines show contributory relationships)

part of psychologists to investigate the possibilities and limitations inherent in children and to provide education with procedures for utilizing increased knowledge of personality and its realization indicate that the obligation of psychology to education is being realized.<sup>1</sup> A knowledge of child nature and "child society" should be the starting point for the development of a supervisory organization.

After philosophy has indicated the highest goals of growth and the direction self-realization should take, and after psychology has provided a knowledge of the process involved, the next step is the invention of techniques for guiding the process in specific situations. Educational science should provide techniques, devices, tools, and methods of teaching that are effective in guiding and stimulating pupil growth. The application of these instruments to pupils through the activities of the teacher is the proper function of the school. The highest purpose of the school is served and the highest development of the teacher is achieved only when the self-realization of pupils is actually brought about.

The supervisory organization grows out of the need of the school of an effective synthesis and application of the contributions made by philosophy, psychology, and educational science. The organization,

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<sup>1</sup> Cf. Prosser, S. L., Psychology and the New Education, Harpers, 1933; Fletcher, J. M., Psychology in Education, Doubleday, 1936.

functioning through the supervisor, coordinates and achievements of these fields and maintains mutual contributory relationships between them. The relationships should never become static. For example, the teacher should constantly contribute to psychology and philosophy as a result of her close contact with children, and the supervisor should contribute to the refinement of teaching techniques, and vice-versa.<sup>1</sup> The function of administration is to provide the framework within which the activities are carried on.

After philosophy has formulated an ideal policy for the organization of the supervisory program, it is the function of science to refine the procedures necessary to the effectiveness of the organization. This falls within the province of science since science is concerned with what may be expected to happen under given conditions. The application of the method of science to the formation and continuous modification of a supervisory organization consists of six procedures:

1. Survey of needs.
2. Analysis of survey data.
3. Formulation of program.
4. Refined study of specific needs.
5. Execution of program.
6. Evaluation.<sup>2</sup>

Refinements made by science gives the organization efficiency with-

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1. Research studies that have been made in the Lincoln School of Teachers College, Columbia University, are examples of how actual teaching situations can contribute to the development of psychology. cf. also National Education Association, Department of Supervisors and Directors of Instruction, Sixth Yearbook, op. cit., p. 101.  
 2. National Education Association, Department of Supervisors and Directors of Instruction, Seventh Yearbook, op. cit., pp. 40-41.

out jeopardizing the freedom and initiative of the supervisor since form is kept subordinate to purpose. Control lies in scientific modification of procedure not, as in industry, in authority.

The ideal supervisory organization provides opportunity for the creative expression of the supervisory. The supervisor, in turn, extends this opportunity to teachers and encourages teachers to extend it to pupils. The organization is democratic in that it provides for shared participation on the part of all persons concerned. In spite of the possibility of conflict, it encourages diversity of opinion and brings varied points of view to bear upon educational problems. Out of these individual variations "will emerge, under proper guidance, a conception of ends and values which will enlist the support of the entire organization."<sup>1</sup> The organization should permit sufficient latitude for the liberation of potentialities and the cultivation of talents.

Industrial type organization, by its very nature, discourages creative expression. In industry the typical organization is maintained by a small group of superior individuals who draw the plans, give the commands, hold the power, and reap the rewards of achievement in terms of profits. This group is supplemented with a very large group which is denied creative expression and is expected merely to obey the commands. This is a logical system based upon

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1. Alberty, H. E., and Thayer, V. T., *op. cit.*, p. 446.

the exploitation of the differences of individuals in a desire for efficiency in production.

(In education)...we have assumed that we could, like industry, employ relatively untrained people to do the actual performing and at the same time employ a few highly skilled persons who could plan, direct and oversee performance.<sup>1</sup>

Supervisory organization should also consider the differences of individuals, but with the view of providing opportunities for the highest creative development of each. In this respect the organization of supervision should be psychological rather than logical. This has an analogy in the static and dynamic organization of subject matter as outlined in Chart III.

Of the various types of supervisory organizations being tried in an effort to evolve an ideal system, the "Line and Staff" type is the most successful. Less promising types are the "Dualistic System," in which the teacher is responsible to both the supervisor and the administrator, and the "Coordinate System," in which supervision and administration are coordinate functions and share equally in authority and responsibility. In the "Line and Staff" system there is a line of authority passing from the superintendent of schools through the principal to the teacher. The supervisor is a staff officer and acts in an advisory capacity only. The fundamental characteristic of this type of organization is the distinction it makes between supervision and administration. This distinction is

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1. National Education Association, Department of Supervisors and Directors of Instruction, Sixth Yearbook, op. cit., p. 87.

		SUBJECT MATTER		SUPERVISION	
		STATIC	DYNAMIC	STATIC	DYNAMIC
THEORY		<p>1. Organized compartmentally</p> <p>2. Authority in tradition and convention.</p> <p>3. Subject matter has intrinsic value.</p>	<p>1. Organized as demanded by the individual's process of development.</p> <p>2. Authority in needs and leads of growing self</p> <p>3. Subject matter has instrumental value.</p>	<p>1. "Line Type" industrial pattern of organization.</p> <p>2. Supervisor administrative official with authority.</p> <p>3. Supervisor superior to teachers.</p>	<p>1. Supervision as educational leadership.</p> <p>2. Supervisor adviser without authority.</p> <p>3. Supervisor works as teachers equal.</p>
	MECHANICS		<p>1. Small blocks of subject matter.</p> <p>2. Chronological order followed whenever possible.</p> <p>3. Subject matter fields not related.</p> <p>4. Pupils advance in lock-step formation.</p>	<p>1. Utilization of pertinent facts and processes.</p> <p>2. Order determined by child's experiences.</p> <p>3. Subject matter integrated by individual's reconstruction of experience.</p> <p>4. Pupils advance at own rate of speed.</p>	<p>1. Supervisor imposes plans of his own.</p> <p>2. Supervisor dictates policies for teacher to follow.</p> <p>3. Supervisor treats all teachers alike.</p>

CHART III. STATIC AND DYNAMIC ORGANIZATION OF SUBJECT MATTER AND SUPERVISION

basic to an ideal supervisory organization and has the support of Barr and Burton,<sup>1</sup> Hillegas,<sup>2</sup> and others.<sup>3</sup>

The "Line and Staff" type organization, with its clearly defined lines of authority, forms a sound basis for cooperative supervision and offers the best opportunity for growth toward a completely democratic school system. As a staff officer, the supervisor has no authority over teachers, but works with them as a technical adviser. As a specialist in instructional matters, the supervisor should keep the superintendent of schools informed in the various classrooms. Unless the functions of supervision and administration are clearly defined within the organization, matters primarily administrative may be assumed by or urged upon the supervisor, which immediately invests the supervisor with authority and influences teacher-supervisor relationships adversely.

A supervisory organization in which the supervisor acts as an advisor avoids conflict between the supervisor and the school principals, in spite of the fact that the offices have many dual responsibilities. Organizations in which principals share their authority with supervisors cause numerous conflicts on matters of policy.<sup>4</sup> Cooperative supervision avoids such conflict by centering all authority in the principal and holding him responsible for the

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1. Barr, A. S., and Burton, W. H., op. cit., p. 84.

2. Hillegas, M. B., op. cit., p. 41.

3. Cf. Alberty, H. B., and Thayer, V. T., op. cit., Ch. XIX.

4. National Educational Association, Department of Elementary School Principals, Activities of the Principal, Eighth Yearbook, 1929, Ch. IV.

improvement of instruction in his school. Kyte,<sup>1</sup> Stone,<sup>2</sup> and Alberty and Thayer<sup>3</sup> are strong advocates of this policy. The supervisor's duty is to cooperate with the principal in effecting the desired improvements. The selection of subject matter fields or teachers most in need of improvement should rest primarily with the principal since he is in a better position than the supervisor to know the status of the various teachers and departments. He has at his command the information the supervisor has gained through observation and research in his school together with the knowledge he has secured through his position as principal. After the needed improvement has been decided upon, it is the function of the supervisor to devise the most effective procedures for bringing about the desired changes. The ideal supervisory organization makes available to the principal the special training of the supervisor to assist him in discharging his responsibility for improved instruction. The principal should inform the supervisor regarding what he wants done, but should leave to the latter the detailed procedures for doing it. While no factors inherent in the organization itself can insure cooperative effort on the part of the school personnel, an organization which limits authority and defines responsibility provides a favorable basis for cooperation.

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1. Kyte, G. C., op. cit., p. 83.

2. Stone, C. R., Supervision of the Elementary School, Houghton Mifflin, 1929, p. 64.

3. Alberty, H. B., and Thayer, V. T., op. cit., p. 435.

While certain types of organization facilitate cooperation, it is only guaranteed by a highly trained group of professional workers ...<sup>1</sup>

The organization of supervision should be designed in accordance with the principles of supervision on which this study is based. The organization should be philosophic in conception and origin, scientific in detail, creative in its provision for freedom, and cooperative in practice. The presence of these factors results in an effective organization.

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1. Ibid. p. 453.

## **CHAPTER THREE**

### **The Techniques of Supervision**

## PLANNING THE SUPERVISORY PROGRAM

The implications of philosophy for supervisory techniques are indicated in the technique of planning the supervisory program. This technique involves the synthesis of numerous and varied facts related to supervision and a consideration of the conditions under which supervision operates. It necessitates a critical evaluation of different types of supervisory plans and the formulation of a policy for the guidance of planning.

The evaluation of different types of plans includes an examination of the four most commonly used types, which are as follows:

1. Plans organized around subjects. This type provides for emphasis upon one subject this year (Reading, for example) with the expectation of emphasizing Geography or some other subject next year. The purpose of this technique is to improve the teaching within the limits of a single subject. The weaknesses inherent in this type plan are:

a. The emphasis is upon the teacher and the method she uses rather than upon the pupils.

b. Only one subject at a time is emphasized. Several years are required for the supervisory program to reach the entire curriculum.

c. The inter-relationships between subjects do not receive adequate emphasis. The idea that reading as reading is virtuous in itself often obscures the true purpose of learning to read.

d. There is a tendency to determine progress in terms of skills acquired without proper regard for attitudes, appreciations, and understandings.

2. Plans organized around fields. Subject matter fields such as Language Arts, Social Studies, and Science provide a wider scope than any one subject. For this reason a plan organized in terms of a field is superior to one organized around a subject. The possible weaknesses are the same as in the first plan, but exist to a lesser degree.

3. Plans organized around methods. The moment a Dalton or other Plan appears, successful there is a rush on the part of many supervisors to install it. A plan of supervision for the purpose of standardizing methods of teaching is dangerous if applied to a school system for the following reasons:

a. It is based on the false assumption that a "best method" of teaching exists.

b. It exalts method as an end in itself.

c. It defines success in terms of the adoption of the plan, — an inadequate criterion for a supervisory program.

d. It discourages initiative on the part of teachers by providing ready-made patterns to follow.

e. It encourages an authoritative type of supervision by inviting regulations.

f. It gives teachers a false conception of what constitutes successful teaching.

4. Plans organized around subjective factors essential to growth, such as child purposing (See CHART IV). This bears the same relation to the plan organized around a subject as the psychological organization of subject matter bears to the logical organization of subject matter. There are some dangers connected with the use of this plan:

a. It is unusual and consequently not readily understood by teachers.

b. It does not produce results that are immediately observable. Since the process of child development is gradual, rapid or spectacular results from the use of this plan are unlikely.

The following advantages of this plan indicate that its merits outweigh its defects:

a. It places the pupil in the center of the supervisory program, and properly subordinates everything to pupils' activities.

b. It provides a sound basis for teacher growth since it leads her to evaluate teaching in terms of all-around pupil development.

c. The measure of the plan's effectiveness is in terms of what pupils have achieved, rather than what the supervisor or teacher have done.

The establishment of principles to govern planning is philosophic in that such principles constitute ideals to which the practical details should conform. The following are principles for the planning of a supervisory program:

1. The plan of the supervisory program should be appropriate

<b>P s y c h o l o g i c a l D e v e l o p m e n t (Pupils)</b>	<b>RATIONALIZED DESIRE</b> ↓	<p>Lead teachers to experiment by permitting pupils to select interesting activities within limitations laid down by school. Experiment with pupil reports and pupil evaluations to determine basis for freedom and control in school work. Lead teachers to assist pupils in finding stronger and more worthwhile purposes by revealing to them the relation of the things they do to the larger aims of education.</p>
	↓ <b>INTEREST</b> ↓	<p>Study pupils with the teacher to discover their interests. Discuss these with teacher with the view of making provisions for them in school work. Consider with the teacher the advisability of letting pupils follow interests within limits of school routine. Discuss activity programs with teacher.</p>
	↓ <b>REWARD</b> ↓	<p>Lead teachers to experiment with motivating devices. Lead teacher to eliminate temporarily the practice of grading papers -- substituting comments written on margins appealing to pride of pupils in excellence of work they do.</p>
	↓ <b>FEAR</b>	<p>Study with teacher the attention of pupils to discover the extent of their interest in their work. Discuss with teacher the merits of pupil interest and waste of opportunity involved in compulsion. Analyze pupils' grades with teacher to determine if pupils are motivated by fear of failure. Consider with teacher the total development of pupils as opposed to achievement in skills and memorization. Discuss with teacher the effects of using threats of failure to motivate study.</p>

CHART IV. SUPERVISORY PLAN FOR IMPROVING CHILD PURPOSING

to the accepted philosophy of education.

a. The plan should be in keeping with a sound conception of the function of education in society. (Education is a social as well as an individual process; education is a product of the community; public programs and purposes should be the concern of the supervisor.)

b. The plan should champion a defensible theory of education. (Scientific research has made some educational theories obsolete. The theory of education as "adjustment" is growing in significance.<sup>1</sup>)

c. The function of supervision in education should be adequately revealed in the plan. (Supervision should be conceived as educational leadership.)

2. The plan of the supervisory program should be appropriate to the practical situation in which it is to function by taking the local status quo as its starting point. A successful supervisory program must begin with teachers where they are.<sup>2</sup> In addition, the administrative organization of the school system and the needs of pupils and community should be considered.

3. The ultimate aim of the plan should be pupil and teacher growth.

4. The supervisor should encourage teachers and administrators to participate in the planning to the extent that their contributions

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1. Cf. Morrison, Henry C., Basic Principles in Education, Houghton Mifflin, 1934, Ch. I.

2. National Education Association, Department of Supervisors and Directors of Instruction, First Yearbook, op. cit., p. 262.

are of value.

5. The plan should be flexible to permit adaptations to changing conditions.

6. Both short- and long-term plans should be made. Detailed plans for one year's work should have a definite relation to a plan of progressive steps for growth over a period of years.

7. The plan should provide a number of simple and definitely related stages of growth through which teachers are likely to grow in their profession. The degree of difficulty involved in the transition from one stage to the next should be small lest some teachers become discouraged. The steps outlined in CHART IV illustrate stages of development in the improvement of child purposing.

The specific activities in which the supervisor engages during the whole of the planning process should be outlined in order that all the necessary phases are included. The following classification of activities is appropriate:

**I. Activities related to administration.**

**1. Confering with the superintendent of schools concerning:**

- a. The scope of the supervisory program.
- b. Phases of instruction in which supervisory emphasis is desirable.
- c. Personal and political factors to be avoided.

**2. Informing teachers of supervisory policies for the year.**

**II. Activities related to instructional matters.**

- 1. Setting up supervisory steps for proposed development in phases of instruction to be emphasized.

2. Setting up steps of development in non-instructional phases, such as beautification of school grounds.

III. Activities related to methods of approaching teachers.

1. Addressing teachers as a group.
2. Confering with individuals.
3. Working through principals or superintendent.

IV. Activities related to materials.

1. Preparing materials for distribution or exhibition.
2. Preparing materials for mimeographing, etc.

V. Evaluation activities.

1. Preparing criteria for determining teacher and pupil growth.
2. Preparing criteria for evaluating effectiveness of supervisory program.

### THE SCIENTIFIC METHOD

The scientific method includes the most dependable techniques the supervisor has at his disposal, and illustrates the implications of science for the techniques of supervision. The use of the scientific method has already had a marked influence on education,<sup>1</sup> although some attempts by supervisors to objectify educational procedures and outcomes have been misdirected and have caused the whole application of science to education to be regarded with disfavor.<sup>2</sup> This is traceable to a lack of understanding of the limitations of the scientific method, or to an inadequate conception of the method itself, or both.<sup>3</sup> The objective rating of teachers is an example. Kyte's study<sup>4</sup> indicates the confusion that exists among those who are attempting to rate teachers objectively, and Mead reports that pupils can select the superior teacher as readily as the supervisor.<sup>5</sup> Objective measurements for these and other phases of supervision have not yet been devised, but it is likely that the future will bring significant developments in this field.

The development of scientific techniques for the measurement of

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1. National Education Association, Department of Supervisors and Directors of Instruction, *Seventh Yearbook*, op. cit., p. 1.
  2. National Education Association, Department of Supervisors and Directors of Instruction, *First Yearbook*, op. cit., p. 210.
  3. Sullivan, J. W. N., op. cit., p. 44.
  4. Kyte, G. C., op. cit., p. 151.
  5. Mead, A. R., Supervised Student Teaching, Johnson, 1930, p. 54.

intelligence and the measurement of skills and abilities has shown that this much objectification is not only possible, but is desirable and necessary to an effective program of supervision. Intelligence tests are valuable in assisting the supervisor and the teacher in studying children, although care must be used in applying the results. The information gained should be added to the inventory of the pupil's total personality rather than form the basis for an administrative policy. For example, experience does not show that the use of intelligence tests as a basis for grouping pupils is wise, since grouping according to intelligence does not eliminate other equally significant differences.<sup>1</sup> However, objective data provided by intelligence tests constitutes a valuable contribution to the wealth of information on the individual child that the supervisor and teacher are constantly using. Methods for measuring abilities with a high degree of accuracy are now available. The purposes of this type of measurement are to indicate better methods of studying and teaching by:

1. Indicating where concentrated or additional effort is needed.
2. Indicating special aptitudes.
3. Indicating when to undertake higher levels of accomplishment.
4. Helping the learner decide upon the aspects of the work which are important.

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1. Pearsay, S. L., Psychology and the New Education, Harpers, 1933, p. 225.

The use of the scientific method as a supervisory technique presupposes a scientific attitude on the part of the supervisor. The prevalence of this attitude among supervisors is essential to progress in supervision.<sup>1</sup> A supervisor who has acquired the scientific attitude

believes in universal cause and effect relations, possesses a sensitive curiosity concerning reasons for phenomena or the consequences of certain conditions,

derives satisfaction from systematic and careful search for data testing data

suspending judgement

is annoyed by superstitious beliefs.<sup>2</sup>

The scientific method provides the best medium for the expression of the scientific attitude. The specific characteristics of this method are:

- (1) Basis upon facts
- (2) Quantitative description of facts
- (3) Suspended judgment
- (4) Concern with all relevant facts
- (5) Sensitiveness to problems
- (6) Effort to discover rather than to prove
- (7) Continuous appraisal
- (8) The quest for even more inclusive generalizations<sup>3</sup>

The pure sciences consistently employ the scientific method to objectify, analyse, and classify facts. In addition, scientists reflect on these facts, since without the stimulation of vision and

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1. National Education Association, Department of Supervisors and Directors of Instruction, *Seventh Yearbook*, op. cit., p. 22.

2. Monroe, Walter, Directing Learning in the High School, Doubleday, 1927, p. 521.

3. National Education Association, Department of Supervisors and Directors of Instruction, *Seventh Yearbook*, op. cit., p. 4.

imagination they are without the assumptions and hypotheses requisite to their work.<sup>1</sup> Speculation concerning problems lying on the frontiers of the sciences is not reserved for the philosopher alone, but is also the function of the scientist. Such speculation is essential to the continuance of scientific research.

The use of the scientific method by the supervisor involves speculation concerning the problems lying on the frontiers of education. He tests his "vision of the educational realities"<sup>2</sup> through research. The application of this technique is applicable to the entire scope of education, since the purpose of research is to find out rather than to prove.<sup>3</sup> The following order of procedure illustrates the supervisor's application of research to the problem of instructional methods:

1. The supervisor discovers existing defects in instruction.
2. The supervisor finds, either in his own school system or elsewhere, improved methods for correcting these defects. If improved methods are not available, the supervisor devises methods he believes will be effective.
3. The supervisor formulates a tentative plan for experimenting with the improved methods.
4. The supervisor tries the plan under controlled experimental conditions.

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1. Whitehead, A. N., The Aims of Education and Other Essays, Macmillan, 1929, pp. 229-31.

2. National Education Association, Department of Supervisors and Directors of Instruction, First Yearbook, op. cit., p. 239.

3. Ibid., p. 157.

5. The supervisor appraises (and measures, if possible) the results of the experiment.

6. The supervisor formulates tentative objectives and standards.

7. The supervisor formulates a plan for the general use of the methods.

8. The supervisor presents the plan to teachers and principals for criticism, approval, and adoption.

In undertaking a procedure such as outlined above, the supervisor is actuated by vision rather than the analysis and classification of facts. The implications of science for supervisory techniques consist of more than scientific measurement, which is nothing more than a type of systematic objectification. Science as vision is just as important as science as objectivity. Both deal with the collection and interpretation of data; one with qualitative data, the other with quantitative data. The primary concern of one is measurement, the other, investigation. The watchword of science as objectivity is limitation and control; of science as vision, freedom and imagination. As supervisory techniques they are necessarily complementary.<sup>1</sup>

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1. McGinnis, W. C., "A Study of Supervision," School and Society, 38:545, October 21, 1933.

## PROVIDING FOR INDIVIDUALITY

Since creative activities are personal in nature, the implications of creativeness for supervisory techniques emphasize the importance of providing for individuality. Applied principles of creativeness encourages a type of individualism. In the present trend of society toward collectivism and cooperation, creativeness provides at once the most worthy and the most satisfying form individualism may take. Creative supervision, by placing a value upon individuality, can prevent a standardization (resulting from collectivism) which jeopardizes progress. The case for individuality is well stated in the following:

A progressive society counts individual variations as precious since it finds in them the means of its own growth.<sup>1</sup>

Creative supervision not only recognizes individual differences in adapting educational procedures, but actually encourages these differences through creative supervisory activities. The supervisor's first concern is to make sure that the expressions of the creative individual are directed toward goals that are educationally sound. The supervisor, in studying the teachers with whom he works, should not be content with an analysis of teaching methods and a record of professional training. Since the creative act involves factors definitely personal, the supervisor must consider the

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1. Dewey, John, Democracy and Education, Macmillan, 1916, p. 257.

"whole teacher," just as the teacher is expected to consider the "whole child."<sup>1</sup> "No supervisor who does not take account of the vagaries of human nature can possibly promote creative teaching . . ."<sup>2</sup> The traditional indifference toward individuality may be traced to industrial patterns of organization in which the workers do not need a high degree of skill, much less a dynamic personality. However, personal factors are receiving greater attention in all social organizations.<sup>3</sup>

The obligation of the supervisor to study the individual characteristics of teachers is increased by the failure of teachers' colleges to adequately provide for individual differences. Rugg's study of teachers' colleges indicates that in the past this has been a neglected factor in the administration of teacher training courses, but that there is evidence to indicate a tendency toward improvement.<sup>4</sup> McNeil found that the entrance requirements now in vogue are age, character, academic training, and health.<sup>5</sup> It is essential for the

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1. Cf. American Historical Association, Commission on the Social Studies, Conclusions and Recommendations, Scribners, 1934, p. 9.
  2. National Education Association, Department of Supervisors and Directors of Instruction, Fifth Yearbook, op. cit., p. 21. Cf. also Fitch, H. N., An Analysis of the Supervisory Activities and Techniques of the Elementary School Training Supervisor, Bureau of Publications, Teachers College, Columbia University, 1931, p. 73.
  3. National Education Association, Department of Supervisors and Directors of Instruction, Fifth Yearbook, loc. cit.
  4. Rugg, E. U., "Teachers Colleges: Composite View," School Life, 18:95, January, 1933.
  5. McNeil, M. A., A Comparative Study of Entrance to Teacher Training Institutions, Bureau of Publications, Teachers College, Columbia University, 1930.

supervisor to study the individual differences of teachers, particularly those related to personality, in order to build the steps of progress in professional growth for each teacher. Lewis would have the supervisor study the teacher not only for professional growth, but in order to make her happier.<sup>1</sup> This appears radical in the light of tradition, but seems reasonable to Pressay, who predicts that happiness will become a major objective of education.<sup>2</sup>

The growing recognition of the importance of individual and personal factors makes the implications of creativeness peculiarly significant for the supervisor. One of the first steps in the technique of providing for individuality is an analysis of the creative act to determine the factors which underlie it. Eleven factors requisite to the creative act have been set up by the Department of Supervisors and Directors of Instruction.<sup>3</sup> Although future developments in psychology may necessitate minor revisions in the list, general agreement on the meaning of "creativity" justifies their acceptance at the present time.<sup>4</sup> The supervisor can do much toward promoting creativeness by providing conditions favorable to the

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1. Lewis, E. E., Personnel Problems of the Teaching Staff, Century, 1925, p. 140.

2. Pressay, S. L., *op. cit.*, p. 581.

3. National Education Association, Department of Supervisors and Directors of Instruction, Fifth Yearbook, *op. cit.*, pp. 10-15.

4. Cf. Hearn, Hughes, Creative Youth, Doubleday, 1925; Garrison, H. L., The Techniques and Administration of Teaching, American, 1933, pp. 332, 543; Blackhurst, J. H., Introducing Education, Longmans, 1932, p. 179; National Education Association, Department of Supervisors and Directors of Instruction, First Yearbook, *op. cit.*, p. 259.

performance of creative acts. The application of general supervisory procedures to each of the factors requisite to the creative act is presented in CHART V.

One of the most difficult problems facing the supervisor in a supervisory program that provides for individuality is the evaluation of results. Freedom to grow through creative activities results in different rates of progress on the part of individuals, which makes standardized devices for measurement inadequate. Changes in the use of the existing techniques for objective measurement are necessary for the determination of growth through creative activity. Attempts to discover new techniques are becoming more significant as the conception of education as a creative and individual process becomes more universal.<sup>1</sup> Collings' criteria for evaluating growth are especially valuable. They are:

1. Activity
2. Goal
3. Drive
4. Success
5. "Leading on"<sup>2</sup>

The first explains how growth takes place. The second involves the stimulation and direction of activity. The third refers to "readiness" and the operation of all inner resources. The fourth means success in attaining the goal desired. The fifth refers to the origin of a new activity. Professional literature does not provide a more objective basis for evaluating growth through creative

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1. Cf. Wrightstone, J. W., Appraisal of Newer Practices in Selected Public Schools, Bureau of Publications, Teachers College, Columbia University, 1935.

2. Collings, Ellsworth, An Experiment with a Project Curriculum, Macmillan, 1925.

FACTORS WHICH UNDERLIE THE CREATIVE ACT	HOW THE SUPERVISOR MAY PROVIDE THESE FACTORS
1. The creative act is usually brought about through outside stimulation.	Provide outside stimulation through intervisitation, discussion, suggestion.
2. The creative act is usually initiated by the creator.	Provide an environment favorable to initiation.
3. In the process of unfolding and developing the creative act, the control must be held by the creator.	Provide freedom; avoid dictation and authority; make teachers conscious that control is theirs.
4. The creative act appears in individuals who are sensitive to ideas.	Provide a wealth of new ideas and encourage an awareness toward them conducive to sensitivity.
5. A creative act is the product of an organism under relaxed control.	Provide freedom from worry and fear; provide conditions favorable to happiness.
6. The creative act has a meaningful goal.	Provide worthy goals for all effort.
7. The individual must acquire a habit of expressing himself in creative acts.	Encourage continuous creative activity.
8. The creative act is accompanied by an emotional and intellectual satisfaction in the light of psychological standards set up by the creator.	Provide opportunity for the expression of this satisfaction.

CHART V: FACTORS REQUISITE TO THE CREATIVE ACT AND HOW THE SUPERVISOR MAY PROVIDE THEM.

<p>9. The individual must have a knowledge of techniques.</p>	<p>Provide information of techniques and opportunity to become proficient in their use.</p>
<p>10. The individual must acquire a habit of persistence.</p>	<p>Provide constant stimulation and encouragement.</p>
<p>11. The creator must acquire meaningful criteria for the self-evaluation of his acts.</p>	<p>Provide assistance in development of criteria and techniques for evaluation.</p>

activity. It includes the process that goes on within the individual as well as the individual's patterns of behavior. It is in keeping with the conception of education as a process rather than a product. The fact that it is not quantitative, that it is not mathematically accurate, does not condemn it. Appraisal is just as important to the supervisor as measurement in terms of quantity.

(Supervisors). . . need to think less of the quantitative measurement of results of the educational program and more of evaluation in terms of what the program proposes to do for the individual child.<sup>1</sup>

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1. National Society for the Study of Education, The Activity Movement, Thirty-Second Yearbook, Public School Publishing Co., 1932, p. 188.

## VISITING CLASSROOMS

Visiting classrooms is the supervisor's most important activity and illustrates the implication of cooperation for the techniques of supervision. When the supervisor visits the classroom, the cooperative nature of supervision should be apparent in his behavior. He should not have the air of assuming command of a room when he enters, but should remember that he meets the teacher on an equal professional basis. The teacher should always be the center of authority in her room and should not feel that she is relinquishing it when the supervisor makes a visit. The question of whether the teacher or the supervisor should dominate the situation need not arise, since domination is out of place in cooperative supervision.

The classroom is a place where pupils and teacher live together during certain hours of the day and share experiences that are valuable and interesting to them. The origin, sequence, and outcome of these experiences should be guided by the teacher with the assistance of the supervisor. In selecting activities in which to engage while in a classroom, the supervisor should be guided by the type of work in progress and should adapt himself to whatever the teacher and pupils are doing. He should conduct himself as though each classroom had two teachers and he were one of them. His relationships with pupils should be such that they regard him as a visiting teacher. This cooperative attitude and procedure when visiting classrooms not only enables the supervisor to assist the teacher in whatever she is

doing, but is the best method of finding out the results the teacher is securing in terms of pupil development. The best way for the supervisor to evaluate the teacher's work is to observe the work of the pupils. Almost all of the causes listed by Barr of poor work in classrooms may be identified in this way.<sup>1</sup>

In order that the supervisor may properly evaluate the work going on in a classroom, some criteria or outline is desirable.<sup>2</sup> The nature of the outline depends upon the type of teaching being done. The traditional "check list" and "observation chart" are useful only in situations in which the instruction is formal. Such forms bristle with the terms, "lesson," "assignment," "recitation." The procedures they refer to, while appropriate to the traditional formalized classroom, are not in keeping with the informality of an activity program. Supervisors in the modern school find it necessary to develop many of their own techniques for visiting classrooms. Activity programs influence the techniques of the supervisor no less than those of the teacher.

The most significant characteristic of supervisory techniques in evaluating activity programs as opposed to more formalized methods is that in the former the supervisor is concerned with the continuous process of growth within the individual pupil, while in the latter the supervisor is chiefly interested in the product. In an activity program,

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<sup>1</sup> Barr, A. S., An Introduction to the Scientific Study of Classroom Supervision, Appleton, 1931, p. 308.

<sup>2</sup> Ryte, G. C., *op. cit.*, p. 166.

the supervisor wants to know the individual pupil's progress as compared with his previous record. In a formalized program the question is: Has the pupil come up to a preestablished and fixed level of achievement? It is a matter of the process versus the product or, theoretically, the reconstruction of experience as opposed to the accumulation of experience.

For guiding the supervisor in his evaluation of activity programs in terms of the on-going process within the individual, CHART VI presents an effective outline.<sup>1</sup> The list could be lengthened to include pertinent items the supervisor and teacher have planned to emphasize. The cooperative nature of this supervision is shown by the centering of attention upon the pupils rather than the teacher in the belief that both supervisor and teacher are working toward the same end. The merging of their efforts in mutual cooperative endeavor toward the wise guidance of pupils represents supervision at its best.

An important part of the technique of visiting classrooms is the individual or group conference at which supervisor and teachers discuss problems related to instruction. "Visitation not followed by a conference ... contributes but little to the improvement of teaching."<sup>2</sup>

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1. Indebtedness to Garrison is acknowledged for some of the wording in the first column. Cf. Garrison, H. L., op. cit., p. 212.  
 2. Douglass, H. R., and Boardman, C. W., op. cit., p. 171.

WHAT THE SUPERVISOR WANTS TO KNOW	SUPERVISOR'S METHOD OF FINDING OUT
Do pupils feel a responsibility in connection with their activities?	Observing pupils' attitudes toward their work.
Do pupils know what their responsibilities are?	Questioning pupils
Did pupils have a part in planning their work?	Asking teacher; asking pupils.
Is their work suitable to their stage of growth?	Examining their work.
Is the Quality of their work satisfactory?	Examining their work.
Are pupils completing their tasks?	Asking teacher; examining work.
Do pupils show an interest in what they are doing?	Observing pupils.
Do pupils feel that there is value in what they are doing?	Asking pupils.
Is there opportunity for a degree of creativeness in the activities undertaken?	Examining pupils' work; observing types of activities; Inquiring.
Are pupils cooperating with each other and with their teacher?	Observing pupils; asking teacher.
Is there opportunity for training in leadership through committee work?	Asking pupils; asking teacher.
To what extent are pupils encouraged to appraise their own work?	Observing pupils; making inquiries.
Are pupils resourceful and self-directive, or do they constantly appeal to teacher for help?	Observing pupils.
Do pupils experience a felt need for certain skills needed in activities?	Observing drill periods.
Do activities chosen indicate a provision for individual differences?	Studying pupils' records; examining types of activities; observing.
Is there a dominating purpose behind each thing each pupil does?	Observing pupils; questioning pupils.
Is the environment conducive to the best work?	Observing classroom.

ACTIVITIES IN THE CLASSROOM  
 CHART VI. OUTLINE FOR GUIDING SUPERVISOR'S IN INVESTIGATING PUPIL GROWTH

The individual conference provides a splendid opportunity for the supervisor to make supervision really cooperative. It is often maintained that all personal factors should be excluded during the conference and that the supervisor should make every attempt to objectify not only the particular problems to be discussed, but the whole atmosphere of the conference from beginning to end. This is not only impossible in practice, but undesirable as a supervisory procedure. Supervision is not a science, but an art. Science may be used as a tool in laying out plans, but the carrying out of the plans is an art. Both are necessary and both are desirable, but the artist supervisor will be superior to the scientific supervisor as long as teachers and pupils are human beings.

Supervision when concerned with things can safely be scientific and impersonal, but when concerned with human relationships it must be sympathetic and personal.<sup>1</sup>

Important as sympathy and understanding are, the supervisor should not permit a maudish sentimentalism to supplant professional competency.<sup>2</sup>

The individual conference provides opportunity for cooperative effort without domination or dictation by the supervisor. Some principles the supervisor should follow to make the individual

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1. McGinnis, W. C., "A Study of Supervision," School and Society, loc. cit.

2. Hillegas, M. B., *op. cit.*, p. 191.

conference a cooperative enterprise are:

1. The setting of a time and place for the conference should be done by both teacher and supervisor. Time and place should be convenient to both parties.

2. Both teacher and supervisor should prepare for the conference by having in mind definite problems or ideas to discuss.

3. The conducting of the conference should follow no fixed rule. Procedures for the supervisor to follow in individual conferences (such as when to speak first, when to let the teacher speak, when to close the conference) are the result of efforts to objectify supervision, and are unnecessary. When two intelligent people sit down to discuss professional matters on an equal footing, no rules are necessary; ordinary professional etiquette is sufficient.

The individual conference permits the supervisor to make allowances for the differences in teachers. "Under normal conditions a supervisor must deal with teachers on various levels."<sup>1</sup> The supervisor should adapt himself and his plans to the individual teacher. Some teachers need much encouragement; others must be discouraged from making professional experiments too rapidly. Discouragement is the strongest form of discussion the supervisor may use and still abide by the principle of cooperation; prohibition leads the supervisor directly into dictatorialship. Authoritative

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1. Alberty, H. B., and Thayer, V. I., *op. cit.*, p. 95.

methods are not conducive to the type of personal relationships essential to professional cooperation. Just as personality is agreed to have a strong physiological basis, leadership has a strong basis in personality. As an educational leader, the supervisor should utilize such personal factors as lend themselves to supervisory situations.

The individual conference should not take place in the presence of pupils.<sup>1</sup> In modern school plants the provision of conference rooms is an indication of the growing importance of the conference as a supervisory technique, and an evidence of the increasing application of cooperative principles.

There are times when the group conference is superior to the individual conference.<sup>2</sup> The chief advantages of the group conference are:

1. Economy of time and effort on the part of teachers and supervisors is effected.
2. A wide variety of opinions and points of view is brought to bear upon the matters discussed.
3. Professional interest of supervisors and teachers is stimulated.

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1. Burton, W. H., Supervision and the Improvement of Teaching, Appleton, 1922, p. 417.

2. Douglass, H. R., and Boardman, C. W., *op. cit.* p. 192.

Careful preparations should be made before a group conference in order that time will not be wasted and in order that the problems to be discussed are clearly defined. The supervisor should keep himself in the background as much as possible in order to permit all present to participate. It is neither desirable nor necessary that the supervisor act as chairman of the discussions.<sup>1</sup> The conference should be so well planned that he has merely to observe the progress of the discussion, leading assistance only when it seems necessary to keep the attention of the group focused upon the matter under discussion. All present should be encouraged to participate since the growth of the weakest teacher is an important to the supervisor as the progress of the strongest.<sup>2</sup>

The group conference is the cooperative method of settling disputes concerning problems within the school system. All differences should be settled by discussion or experiment, never by debate, regulation, authority or legislation. Group conferences provide opportunities for settling disputes by discussion.

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1. *Ibid.*, p. 210.

2. National Education Association, Department of Supervisors and Directors of Instruction, *First Yearbook*, op. cit., p. 258.

## SUMMARY OF CONCLUSIONS

The purpose of this study has been to determine the implications of five principles of supervision for the function, organization, and techniques of a supervisory program. Definite implications have been found.

It is the function of supervision to continually re-orientate itself in the light of the relation of education to society. This obligation is extended to the problems and goals of society itself in order that major social issues may be understood. Upon these relationships supervision should develop a type of organization appropriate to the unique functions and aims of supervision. Form should be subordinate to function to the same degree that the technical details of supervision should be subordinate to the larger aims and ideals supervision would achieve. Supervision is philosophic in its consideration of the inter-relationships of society, education, and supervision with the view of establishing higher standards of value and more ideal policies of procedure.

The supervisor should apply the scientific method whenever possible. Science should perfect the details within the supervisory organization to the end that its functions be made more efficient. The supervisor should use and encourage teachers to use experimental methods and other forms of research. Through an understanding of the limitations and the possibilities of science in education, the supervisor can use science in constructing techniques for making

the guidance of the learning process more effective.

A supervisory program should recognize the creative potentialities of individuals and make provision for their expression and development. Individuality should not be sacrificed to a standardized policy of conformity. Since individual variations are of value to society, the supervisor should encourage and make provision for their expression. This makes traditional methods of measurement inadequate and necessitates a new and different type of evaluation. The development of standards of growth in terms of self-realization through creative activity is the peculiar function of the supervisor. Upon him rests the obligation to perfect techniques for making such evaluations.

Principles of cooperation are extensions of democratic theory and have implications for supervision in the obligation of supervision to put its theories into practice. Since education has its orientation in the ideals of democracy, supervision should also be democratic. This is expressed through cooperation by merging teaching and supervision into a mutual effort toward a common end. The supervisor's personal contact with individuals and groups provides unusual opportunity for cooperative activities.

Effectiveness is found to be a result rather than a principle. The implications of philosophy, science, creativeness, and cooperation require that supervision be idealistic, experimental, individual, and democratic. Supervision is made effective by the application of these four principles. Effectiveness, conceived

either in pragmatic or idealistic terms, is achieved not by the application of a single principle, but through the application of appropriately related principles.

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