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To the Committee on Graduate Study:

I am submitting to you a thesis written by Mack Parker Davis entitled "The Problems of Supervision of Principals in Knox County Elementary Schools." I recommend that it be accepted for nine quarter hours credit in partial fulfillment of the requirements for the degree of Master of Education, with a major in Education.

Mildred A. Dawson
Major Professor

We have read this thesis
and recommend its acceptance:

Herence T. Essery
S. E. Foster Lund

Accepted for the Committee

W. C. Smith
Dean of the Graduate School

THE PROBLEMS OF SUPERVISION OF PRINCIPALS
IN KNOX COUNTY ELEMENTARY SCHOOLS

A THESIS

Submitted to
The Committee on Graduate Study
of
The University of Tennessee
in
Partial Fulfillment of the Requirements
for the degree of
Master of Education

by

Mack Parker Davis

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CHAPTER I

STATEMENT OF THE PROBLEM

The purpose of this thesis is to make a study of the problems and practices in the supervision of instruction by Knox County Elementary School principals. Therefore it has been entitled, THE STUDY OF PROBLEMS IN THE SUPERVISION OF INSTRUCTION BY KNOX COUNTY ELEMENTARY SCHOOL PRINCIPALS. First hand information in regard to these problems was obtained by means of a questionnaire designed to gain facts and suggestions relative to average supervisory situations.

The writer is an average principal of a typical Knox County elementary school. He has his share of supervisory difficulties because he has six teachers for eight grades under his guidance. The enrollment is large and the conditions are over-crowded. He is faced with the multiplicity of problems which are discussed throughout this thesis. Besides teaching during the greater part of the school day, he is burdened with office work, clerical work, welfare work, church and community activity, teachers' league affiliation, and many other worthwhile activities. He realizes his inadequacy to supervise properly under such handicaps. Furthermore, he realizes that the majority of his colleagues are likewise handicapped. Therefore, one of the prime purposes of this thesis is to suggest procedures by which a principal in the average situation can more effectively supervise instruction in any particular school.

Chapter II tells how the survey and study were made. It presents the technique in successfully gaining the desired information

and explains how the data yielded by a comprehensive questionnaire were organized and treated.

The third chapter briefly gives the results of the survey according to an appropriate classified form. No critical or interpretive statements are therein inserted. The facts are presented so that a critical analysis is facilitated for presentation in the succeeding chapter.

Chapter IV is an interpretation of the results based upon the responses given to the questions used in the survey, the writer's experience as principal of one of these schools, and the experience and suggestions of eminent educational authorities. An attempt is made to suggest how principals may solve their most difficult problems in supervision. Recommendations for the improvement of the average situation are subsequently made.

The last chapter will suggest studies and surveys which could and should be made in the interest of improving instruction and the supervision of instruction in the elementary schools of Knox County.

CHAPTER II

STATEMENT OF TECHNIQUE OF STUDY AND PRESENTATION

Inasmuch as the political area of Knox County is so expansive that it embraces sixty-four white elementary schools, and since the various school boards have encountered tremendous difficulty in consolidating these establishments, they are haphazardly scattered from one end of the county to the other. Considering the size of these schools by the size of their faculties, one finds that they range from one to twenty teachers. This being true, one faces a task of unusual magnitude when he attempts to contact the various administrators in order to become properly informed concerning their supervisory practices.

The writer, a principal of one of these schools, followed the suggestion of his major professor by arranging for a meeting in which they conferred with Mr. L. H. Brickey, superintendent of public instruction in Knox County, and Miss Gussie Huffman, supervisor of instruction in the same system. The problem of this conference was to determine the nature of the purposeful research which the writer might fruitfully make.

During the time in which the group discussed numerous prevalent deficiencies in various schools, Superintendent Brickey indicated that one of the greatest was the principals' lack of ability to supervise instruction properly. Consequently, the subject, The Supervision of Instruction by Principals in Knox County Elementary Schools, developed. Each conferee had vague knowledge concerning the inabilities of these

numerous administrators, but it seemed that research would be necessary in order to secure exact knowledge of some of their problems and practices. Because of the advisory group's consciousness of the county's previously mentioned expansiveness, this question prevailed in each mind: What means would be used in contacting them?

The most effective method would have been that of personally interviewing and observing every principal, but circumstances made these favorable procedures impossible. Finally it was mutually agreed that the practical effective procedure for securing information would be to submit to each principal a set of questions pertinent to their abilities, practices and difficulties. Therefore, the writer's immediate tasks were to determine the qualities of a good questionnaire and to prepare a set of questions.

The expressed attitude of several authorities in the field of research against the use of the questionnaire almost persuaded the writer that the idea was impractical; but eventually the practicality of his plans was impressed upon the investigator. For instance, he was influenced by various statements similar to the following statement of Reeder which reads:

Although the questionnaire method of securing information and conducting research has been possibly overworked, during recent years, the fact remains that there are still some problems--problems that are worth attacking--that cannot be attacked by other than questionnaire. The questionnaire cannot and should not be abolished, but it should be intelligently used.¹

¹W. G. Reeder, How To Write A Thesis, p. 63.

In order to learn how to construct the questionnaire, the writer examined the procedures suggested by such research students as Whitney, Reeder, Crawford and others. According to the first mentioned, the following major points should be kept in mind:

- a. It should be written within the comprehension of those who are to answer it.
- b. It should demand a minimal amount of writing.
- c. It should be directed primarily to matters of ascertainable facts and often to matters of opinion.
- d. It should elicit unequivocal replies, especially if they are later to be subjected to statistical treatment.
- e. It should deal with matters that are worth investigation.
- f. Although demanding only brief replies, it should stimulate supplementary communications from those who respond.
- g. It should promise the respondent a copy of the published results.²

Whitney, in another of his works, suggests that the individual making such research evaluate his questionnaire by asking himself these questions:

- a. Is the questionnaire properly sponsored?
- b. Is the purpose of the study frankly stated and is it one which calls for reply under the policy for dealing with questionnaires?
- c. Is the questionnaire a worthy educational topic?
- d. Is the questionnaire well organized?
- e. Are the questions clearly and briefly worded?
- f. Can most of the questions be clearly and briefly answered by a check mark or by a fact or figure, and is the number of the questions requiring extensive subjective replies kept to a minimum?
- g. Is the information requested not available elsewhere?
- h. Is the questionnaire set up in proper mechanical form?
- i. Are the demands of the questionnaire reasonable?
- j. Is a summary of the results or other proper return promised respondents?³

Among many other valuable suggestions, Reeder insists that the

²F. L. Whitney, The Methods of Educational Research, p. 153.

³F. L. Whitney, The Elements of Research, p. 76.

individual collecting information should contact an agency or organization which has "extractive" powers with the aim of getting such an organization to sponsor the questionnaire in some manner.⁴ A parallel idea is suggested by Crawford in the following Statement: "The most successful use of the questionnaire is in those situations where replies can be demanded by officials of some kind."⁵

As a result of the realization that the process of supervision in his own school was inefficient and because of the belief that the answer to certain questions would assist him in improving his own work, the writer became interested in the formulation of a group of questions pertinent to his situation. Then, in conference with an advisory committee; namely, Dr. Mildred A. Dawson, Superintendent L. H. Brickey, Miss Gussie Huffman, and Mrs. Elsie Hill Thomas, it was determined definitely that such a method was most practical.

The members of the conference instructed the writer to submit a tentative list of questions. The questions submitted included problems of interest to the writer in his own situation and questions selected from eminent authorities in supervision. Later, each question was written on a separate card and roughly classified into four units: (1) Statistics, (2) Questions concerning ethics in supervision, (3) Problems and (4) Questions calling for suggestions.

Four lists of the tentative questions were prepared and a copy was mailed to each member of the previously mentioned advisory committee.

⁴W. G. Reeder, op. cit., p. 68.

⁵C. C. Crawford, Technique of Research in Education, p. 177.

Each list was accompanied by a letter asking them to study the first draft carefully after which he or she was to add questions which had not been included and in which the respective members were interested; furthermore they were requested to strike out any question which, in their judgment, was irrelevant. This they did.

Soon the lists were returned and, on the basis of the suggested revisions, a questionnaire containing forty items was constructed. The writer was careful to make this construction conform to the criteria set up by authorities, of which the important ones have been recorded previously. For the readers' convenience, the final draft of the questionnaire is presented on 88 to 90 of the appendix to this thesis.

The task of submitting the questionnaire to the principals was increased in effectiveness when the superintendent agreed to permit a letter bearing his signature to accompany the material mailed to the principals. Consequently, the superintendent cut his signature on the stencil drafted by the writer.

Because a study of this nature was considered to be so important, the superintendent, at a meeting of the Knox County Teachers' League, urged every principal to cooperate by answering the questions honestly and promptly and returning them in the enclosed, stamped and addressed envelope. This cooperative attitude on the part of Mr. Brickey contributed much toward bringing about a result indicated by Crawford which is stated: "If returns are to justify worthwhile conclusions, they must be based upon a sufficient number of replies to give a high degree

of reliability."⁶

In order to encourage respondents to give frank, pointed answers, they were requested not to place their signature on the questionnaire. At her own suggestion, the return envelopes were addressed to Miss Huffman, the supervisor, in whose office they were collected, examined and passed on to the writer. Out of sixty-seven principals contacted, forty-five completed questionnaires were returned.

The writer believes that the questionnaire conformed to authoritative suggested regulations in that (1) there is need for securing such information; (2) the purpose of the questionnaire was frankly stated in the accompanying letter; (3) it was approved and sponsored by the highest official in the administration of schools, a fact proven by the superintendent's signature on the letter which accompanied each questionnaire; (4) the mechanical form was approved by the advisors who encouraged this study; and (5) the number returned was a representative percentage of the principals of Knox County elementary schools.

In order to facilitate referring to the responses given, each returned questionnaire was given a number by which it could be identified throughout the study. All of the forty-five answers to each question were tabulated on individual sheets. It should be indicated, however, that a few of the answers were shortened when convenient condensations of certain statements did not alter their meanings.

An appendix to this thesis contains the following items to which

⁶C. C. Crawford, op. cit., p. 177.

reference has already been made: a letter to advisors who assisted in setting up the questionnaire, Superintendent L. H. Brickey's letter which accompanied the questionnaire, the entire questionnaire, and a complete tabulation of all responses.

CHAPTER III

PRESENTATION OF RESULTS

In this survey of practices in supervision by principals, only the white elementary schools were considered. Since the survey was made in February, 1941, all conclusions will be based on facts pertaining to the 1940-1941 school session.

For the 1940-1941 school session, the Knox County Superintendent's Annual Report shows that sixty-seven elementary schools operated with a total of 13,236 pupils attending. These pupils were instructed by 380 teachers including sixty-seven principals, of whom only one had all of her time to devote to supervision.

The survey was made by means of a questionnaire which was mailed to all principals, but responses were received from only forty-five of them. To facilitate discussion of the results of the survey, the data have been classified under six headings in the following order:

- I. Problems in programming
- II. Problems in personnel relationships
- III. Practices in observation
- IV. Practices in conferences
- V. Practices in in-service improvement
- VI. Practices in recreation
- VII. Practices in curricular planning

The practices and problems of these principals will be discussed according to the answers written on the questionnaires. If the reader

wishes to verify the writer's statements, he may do so by referring to an orderly tabulation of results found in the appendix of this thesis.

Problems in Programming

In order to lay the ground work for discussing the problem of supervision by principals, a table presenting raw results of the first four questions of the questionnaire follows on the next page. The first column gives the number used to identify each questionnaire; the next column gives the school's enrollment; the third column indicates the number of teachers under the individual principals' supervision. Columns four and five point out the number of classes taught each day and the time required to teach them; the last column indicates the amount of time each principal reported that he uses for supervision.

To get some idea as to the comparative supervisory load, the size of faculty may be broken down into the following classification:

Principals with none to four teachers-----	28
Principals with five to seven teachers-----	6
Principals with eight or nine teachers-----	4
Principals with more than ten teachers-----	7

Another approach to determining supervisory load is to ascertain the number of classes, or pupil groups, taught by the principal himself. The following list presents such data.

From none to five classes-----	14
From six to ten classes-----	8

TABLE I

12

TOTAL ENROLLMENT, NUMBER OF TEACHERS, DAILY CLASSES
AND TIME SPENT IN OBSERVATION

Case	One	Two	Three	Four
1	114	2	27 6½ hours	Very little
2	120	3	12 40 min.	None
3	469	12	3 3 hours	30 minutes
4	150	3	10 6 hours	None
5	178	4	6 5 hours	30 minutes
6	90	2	15 6 hours	None
7	78	1	8 4-1/6 "	None
8	614	19	-- -----	Three hours
9	200	4	14 5 hours	Ten minutes
10	79	2	21 6 hours	None
11	120	3	12 6½ hours	Very little
12	71	2	18 6 hours	None
13	134	3	7 85%	Very little
14	250	8	4 3 hours	One hour
15	413	12	2 2 hours	Two hours
16	66	1	27 6 hours	None
17	240	5	8 6 hours	Twenty minutes
18	327	8	4 3½ hours	One hour
19	224	6	5 4 hours	Very little
20	327	11	3 2 hours	40 minutes
21	137	2	-- -----	Twenty minutes
22	220	5	12 6 hours	None
23	494	13	2 2 hours	2½ hours
24	333	8	3 4 hours	One hour
25	357	9	3 3 hours	Two hours
26	48	1	28 6 hours	Ten minutes
27	120	2	15 6 hours	Ten minutes
28	82	2	17 6 hours	Occasionally
29	140	3	All 6 hours	None
30	189	4	10 6½ hours	Thirty minutes
31	45	1	25 6 hours	Daily
32	48	1	28 7 hours	Fifteen minutes
33	69	1	21 95%	Five percent
34	95	2	24 5½ hours	Thirty minutes
35	282	6	5 4½ hours	Thirty minutes
36	36	1	24 6 hours	None
37	360	12	3 3 hours	1½ hour
38	21	None	6 All	-----
39	61	1	27 6 hours	None
40	117	2	6,7,8 All	Very little
41	400	12	3 3-3/4 "	45 minutes
42	59	1	20 6 hours	None
43	230	6	7,8 All	Fifteen minutes
44	---	-	-- -----	-----
45	274	7	8 5½ hours	Perhaps 20 minutes

From eleven to fifteen classes----- 5
 From fifteen to twenty-five classes----- 8
 Over twenty-five classes----- 10

Regulations for the 1940-1941 session were that there were to be six hours of actual daily classwork including study periods. The results of the survey indicate that some principals kept a longer daily session than was required or included playground supervision as classwork, because two principals indicated that they actually taught six and one half hours during the day, and one indicated that he taught seven hours. Twelve principals personally taught six hours per day; nine others taught from four and one half to five and one half hours; only five reported that they taught between two or three hours; one indicated as little as forty minutes and only one out of all county school principals could devote his or her entire day to the work of being a supervising principal with no actual classroom teaching.

Again it is interesting to observe the amount of time each principal allotted to actual supervision. The following chart will clearly show the different amounts of time per day and the obvious lack of attention to teachers given by principals.

None----- 16
 Ten to fifty minutes----- 16
 Very little----- 5
 More than two hours----- 2

Several principals indicated in their responses that teaching and supervision are neglected because of the added burden of clerical activity. Principals were asked, "Do you feel that clerical work

overburdens you to the point that your teaching and supervision are neglected?" Seventeen answered, "Yes"; twenty-three answered, "No"; five did not respond.

Those who answered "Yes" were almost of one accord in believing that no distinction should be made between high schools and elementary schools in the matter of supplying clerical help. The school board furnishes clerks for all high school principals in the county. The responses of those who were not overburdened with clerical work and other responsibilities included no suggestions.

One principal suggested that he did his clerical work at home; others hinted that additional teachers placed on the staff would give more time for supervision. One wrote that every principal in a school of five teachers or under should have two hours per day free of teaching for supervision and clerical work. Another stated that the principal should have but one grade for which to be responsible. A very gloomy attitude was taken by one who said, "I can see no relief and keep up the standard of instruction." Twenty-eight of those contacted made no suggestions.

Problems in Personnel Relationships

Favorable personnel relationships contribute much to the success of a principal's supervision. Unfavorable relationships, on the other hand, add difficult problems which he must overcome.

Inasmuch as scores of principals are sometimes faced with the vitally important task of supervising beginning teachers, they were asked to state whether or not they believed that most of these teachers

are equipped with sufficient training to deserve election to such positions. The answers of fifteen were affirmative; sixteen gave negative responses; the remainder gave no answers. In their additional remarks, most principals said that many failures come as a result of the carelessness and indifference of trainees who have been enrolled in formal teacher training courses in college. Some said that rigid practice teaching would give valuable assistance. One advanced the opinion that a teacher's failure during the first year deserved dismissal; another said that rapid teacher turn-over should be stopped by employing older experienced teachers altogether.

The attitude and disposition of most of the teachers concerned are apparently quite satisfactory. The majority of principals stated that none of the teachers on their staffs was tyrannical and impatient in the classroom. Only eleven out of forty-five said that teachers on their staffs possessed such undesirable attitudes. Some have taken measures toward correcting these poor qualities; some have tried to persuade their teachers to correct them; others admitted their failure to gain the cooperation of teachers in overcoming these questionable attitudes. One said facetiously, "Mine are not tyrannical enough."

It is amazing to note that only six of the principals contacted had teachers under their supervision who allowed such attitudes as jealousy, dislike, self-satisfaction, social standing and differences in education to hamper teaching in their particular schools to any significant degree. Only one suggestion was given as a remedy for teachers who do possess such ugly traits. This principal urged the administration to "move the teacher".

Unfavorable situations prevailed in eleven instances where teachers insisted upon teaching when they were physically unfit. The remedial suggestions almost uniformly called for a reasonable leave with pay. "It is the administration's responsibility", said one.

The replies indicate that it is not difficult to observe teachers after establishing cordial, mutually helpful relationships among teachers, officials and county agencies. Only seven principals stated that they have difficulty in so doing. According to one principal, there is not enough professional cooperation among teachers; there is too much selfishness.

Church, factional and political strife caused difficulties which hampered the principal-community leaders was reported in another. One principal expressed his own inability to establish cordial relationships with community agencies because he is not a good "mixer" and makes friends rather slowly.

Principals were asked to mention some of the most undesirable traits possessed by members of their staffs. This list is interesting but rather difficult to classify; therefore, the condensed answers are listed by case numbers. Later, the same data are presented in Table II. It is to be noted that much of the precision of meaning is lost; but the comparative prevalence of teaching faults is made more evident.

Case:

- 1 Complaints as to lack of time, tardiness
- 2 Do only required work, shun added activity
- 3 selfishness, lack of concern, failure to accept responsibility
- 5 Crying before class, lack of concern, snubbishness
- 6 Dictatorial, clannishness, responsibility shifting
- 7 Insubordination, lack of cooperation, "laissez faire" attitude
- 8 Non-preparation, disloyalty, responsibility shifting
- 9 Failure to assume playground direction

- 11 Grumbling, uncontrollable temper, impulsive speaking
- 12 Lack of wisdom in discipline
- 13 Jealousy, conceit
- 14 Lack of planning, irritability, impatience
- 15 Lack of pupil understanding
- 17 Poor health, unreasonable temper, constant complaining
- 18 Lack of initiative
- 19 Loud talking, nervousness
- 20 Teaching when physically unable
- 21 Self-satisfaction, slovenly work
- 23 Gossip
- 24 Indifference
- 25 Failure to understand pupils' domestic conditions
- 28 Inefficient discipline and playground supervision
- 29 Irregular arrivals
- 30 Feeling that play period is rest period, resentfulness
- 31 Inability to follow instructions, domestic problems at school
- 32 Lack of control
- 35 Working just enough to get by
- 37 Lack of knowledge of child psychology
- 39 Inferiority complex
- 41 Principal's and teachers' possession of impatience
- 42 Criticism of schools in politics
- 43 Laziness

These traits are classified as follows:

TABLE II
UNDESIRABLE TRAITS OF TEACHERS

Trait	Number
Emotional instability-----	9
Minimum effort-----	9
Poor judgment-----	5
Lack of pupil understanding-----	5
Insubordination-----	5
Unfriendliness among teachers-----	4
Fault-finding-----	3
Selfishness and conceit-----	3
Indifference-----	2
Tardiness-----	1
Clannishness-----	1
Poor health-----	1

Some complimentary statements helped to minimize the seriousness of the undesirable traits mentioned. Three principals stated that their teachers are cooperative, congenial and happy. One indicated that if his teachers possessed many undesirable qualities they kept them well hidden.

Practices in Observation

The principal's practices in observation will depend to a large extent upon his practices in programming. The amount of time spent in observation will depend upon the amount of time the principal has outside of actual classroom teaching. Consequently, several questions were asked in the questionnaire concerning the amount of time the principal had for observation, the purposes of observation, methods of observation and the provisions made for his group during the time used for observation.

In question nineteen, principals were asked: "Under your present time allotment, do you feel that you are able to keep yourself sufficiently posted concerning the work of your teachers?" "No", was the answer given by thirty-six of the respondents. They were also asked to name their most difficult supervisory problem. The following tabulation classifies their answers. It makes obvious various supervisory problems and indicates that lack of time to observe is a major problem. Nine of the principals either did not answer this question or their answers were so indefinite that it was needless to tabulate them.

TABLE III
DIFFICULTY IN SUPERVISION BY ELEMENTARY PRINCIPALS

Difficulty	Number
Lack of time-----	15
Teacher's refusal to use new and tried methods-----	5
Non-cooperation on the part of teachers-----	3
Individualization-----	2
Outside interruptions-----	2
Uncertainty in knowing what to look for-----	2
Discipline-----	2
Lack of teacher preparation-----	1
Uncertainty of conference procedure-----	1
Uncertainty of resourcefulness in giving advice-----	1
Lack of supervisory knowledge-----	1
Indefinite answers-----	9

Five principals indicated that supervision is fruitless because many older teachers insist on using methods of instruction and discipline carried over from the past era. The teacher's acceptance of pupils' indefinite answers was another difficulty frequently mentioned. Other principals were not sure what they were to look for during observation.

Table I, page 12, indicates that the average Knox County principal spends the greater part of the average school day in the classroom with his own group. As a result, provisions must be made for his pupil-group while the principal is out of the room for the purpose of observation. An attempt was made in question six of the questionnaire to ascertain the provisions made by the average principal while he is out of the room. A table showing various practices for providing for the pupil-group during the principal's absence follows.

TABLE IV

PROVISIONS FOR A GROUP WHILE TEACHING PRINCIPAL
OBSERVES OTHER TEACHERS

Type	Number
Study period with pupil in charge-----	12
Written work-----	8
Reliable honor system-----	5
No attempt at supervision-----	5
Teacher relief or combination-----	3
Indefinite or no responses-----	10

Table IV shows that twelve principals make preparation for a study period in which some pupil is left in charge. Written work for the group is the policy of eight principals. Five of the principals depend upon a reliable honor system while the same number make no attempt to supervise. Ten responses were so indefinite that they could not be interpreted.

Question fourteen of the questionnaire asked, "Do you always previously notify a teacher when you plan to visit the room for observation? If not, why?" Thirty-two answers were negative; four did not answer; the remaining responses were affirmative. Some gave the excuse that they never knew when they could visit. Most of them explained that they did not want to observe when the teacher had made unnatural preparation. Those who answered affirmatively did not explain why they chose to previously notify teachers of their coming.

In question sixteen, principals were asked if they would approve of an administrative policy forbidding the supervisor to visit a class-

room except at the formal request of the teacher and why. "No" was the answer of forty-one principals. Among the more significant answers, the reason for giving negative answers was that those who need to be observed and supervised most are the ones who never ask for such.

Question eight reads, "List the important features for which you as principal and supervisor would search during classroom visits."

The entire list of answers follows:

Case:

- 1 Individual instruction, acceptance of responsibility
- 2 Presentation of subject matter, plans, question types
- 3 Pupil participation, industry, teacher preparation
- 4 Teacher plan, pupil attitude and response
- 5 Pupil response, teacher presentation, results
- 7 Teacher initiative, pupil response to stimuli
- 8 Teacher preparation, evidences of stimulating thinking
- 9 Teacher preparation
- 10 Attention, courtesy
- 12 Pupil interest, teacher preparation, materials at hand
- 13 Accuracy and ability to do fundamental work thoroughly
- 14 Teacher-pupil activity, skills, materials, responsive results
- 15 Lesson familiarity, fundamental drills, participation
- 16 Teacher proficiency, pupil inattention
- 17 Preparation, methods, earnestness, technique, pupil response
- 18 Teacher preparation, teacher-pupil participation, pupil response
- 19 English used
- 20 Attitudes toward children or activities at hand
- 21 Reading, comprehension
- 22 Interest, teacher-child responsibility, pupil independence
- 23 Preparation, teacher-pupil relationship, environment, instruction
- 24 Mental attitude, lesson object, thoroughness in preparation
- 25 Teacher presentation, class response
- 26 Methods
- 27 Discipline, class interest, lesson planning, test results
- 28 Teaching methods and subject matter presentation
- 29 Pupil-teacher definiteness
- 31 Teaching methods, pupil reaction, knowledge range of pupil
- 32 Teaching ability
- 33 Approach, procedure, pupil response
- 34 Reading ability
- 35 Organization, preparation, pupil attention, attitude toward work
- 37 Arithmetic: knowledge of fractions, step labeling
- 39 Discipline, pupil interest, teaching procedure, lesson types

Case:

- 40 Interest, teacher's knowledge of subject and procedure
- 41 Number of sleeping pupils, subjects studied, pupil participation
- 43 Children's interest
- 45 Teacher-pupil interest in subjects or lessons

This list shows that sixteen principals are interested in the teacher's ability and her preparation for teaching at any particular time. Fourteen principals indicated that they are anxious to note the enthusiasm in pupil preparation and response. Others are interested in the English used, the pupils' reading ability and their proficiency in fractions.

Forty-one principals desire to find out if the pupils are given a certain amount of freedom in a classroom where joint planning and responsibility play much part. One principal who believes that the classroom should be entirely dominated by the teacher used practically no time for supervision and observation.

Practices in Conferences

The reader must not lose sight of the fact that, in most instances, reference to the supervisor in this discussion is a reference to an elementary principal. The principal as supervisor must realize that his task entails varied knowledge and varied procedure. Smith and Speer have given us some challenges in supervision. Their exact statement follows:

Supervision should endeavor to establish standards of professional activity among all school officers.

Supervision should be preventative, creative, constructive and curative.

Supervision should help to clarify the implications of

educational principles, as basis for constructive plans and programs.¹

Existing conditions in teacher-pupil personnel, programming, and professional cooperation make this challenge difficult to meet.

Out of all of the Knox County principals contacted, only seven are so situated that they can do their supervising by the use of varied effective methods. The average principal has insufficient or limited time for individual supervisory conferences. He has little or restricted time for demonstration teaching. Therefore, his supervision is rather indirect because it must be done in group conferences after school hours. Consequently, practices in conferences will be the next consideration.

It is disappointing to discover that one of the necessary excellencies in practices of supervision by Knox County elementary principals is very few. Only five of them always arrange a conference following observation. This number seems very small. Twenty-two report that they usually follow each observation with a planned conference. Nine sometimes confer with their teachers and six never contact them afterwards.

Thirteen principals find it difficult to approach teachers regarding a change in inferior instructional procedures. For twenty-three, the task was relatively easy, and, as usual, three were unable to express themselves. For those, who do have difficulty, a plan will later be suggested which will help to give principals more confidence

Samuel Smith, Robert K. Speer, Supervision in the Elementary School, p. 113.

in the approach and it will definitely stress the practice of encouraging teachers to supplant the inferior with superior methods.

Forty-one out of forty-five principals follow the policy of personally or publicly commending teachers who improve and who have been of exceptional service to the school program.

Question twenty-two asked, "Do you tactfully advise teachers to use good ideas which you have received by observing outstanding work done by one of the teachers on your staff?" The answers indicate that most principals advise teachers to use good ideas which they have received by observing outstanding work done by other members of the staff. Furthermore, the vast majority of principals suggest plans of good teaching procedure that have been proven and tried. Those who were not sure of their tactfulness indicated that they suggested procedures which were thought to be best. One who made no suggestions stated that he always referred them to the county supervisor for constructive suggestions.

The pedagogical situation in any administration is certainly more satisfactory when the principal is equipped with sufficient supervisory ability to give his teachers the greater portion of professional advice which many of them seek and need. Since the county supervisor is so busy with office conferences in which she assists tremendously, the writer was interested to know to whom teachers go for most of their professional advice. Therefore, he included a question to that effect in the questionnaire. Seventeen principals indicated that their teachers appeal to the county supervisor for assistance; only eight questionnaires indicated that the principal gives most of this advice; twenty-two relate

that teachers under their direction go to one about as much as they do to the other; three of the principals said that they did not know to whom their teachers go for advice.

There is an element of inconsistency, however, in the matter of the principal's advice to his teachers. The majority of the principals relate that their teachers do have confidence in the advice they give to them; yet many of said teachers are prone to seek advice given by the supervisor rather than the principal. One, while answering "No", explained that his teachers had no confidence in the advice which he gave them because he knew so little about their problems. Another believed that his teachers trusted his advice even though they questioned it because of dissatisfaction with his point of view.

Question twenty-four was, "It has probably been necessary for you to discuss some of your problems in supervision with the county supervisor. Will you please mention some of these problems?" A list of the problems given follows:

Case:

- 1 Evidences of good housekeeping
- 2 Occasional resentment on the part of a teacher
- 3 Teacher's lack of interest; not putting her work over
- 5 Supplementary material; split grouping
- 7 Cooperation needs; instructional defects; standards
- 8 Discipline; methods of teaching
- 10 Discipline
- 12 Interest; capacity; discipline
- 13 Teacher negligence in following the course of study
- 14 Fourth grade general instruction; upper grade music
- 16 Laxity of discipline on the part of the teacher
- 18 Helping the teacher to put her work over
- 19 First grade discipline
- 20 The work of an elderly teacher who is in a rut
- 21 Discipline, music, seatwork
- 23 Teaching presentation
- 24 Poor discipline; lack of preparation

Case:

- 25 Schedules; materials for slow groups
- 29 Teachers' careless use of school property
- 30 Teacher burden
- 34 None
- 35 Third grade beginning teacher; lack of work by some
- 38 Teaching methods; kinds of books to use
- 41 Schedule making; pupil classification
- 43 Beginning teachers
- 45 Teachers' inability to discipline pupils

A table wherein these problems are classified follows:

TABLE V

CLASSIFICATION OF PROBLEMS
THE SUPERVISOR MUST HELP THE PRINCIPAL TO SOLVE

Problem Type	Frequency
Teaching technique-----	9
Discipline-----	8
Personnel-----	7
Professional attitude-----	5
Programming-----	5
Materials-----	3

According to Table V, principals must approach the county supervisor often for helpful advice on teaching methods and procedures. Problems in discipline are next in frequency. Misfits in faculty personnel also require attention as do programming and professional attitude toward work. Lack of proper use of materials at hand was least often mentioned as a supervisory problem.

Practices in In-Service Improvement

If a teaching staff as a whole has any confidence in the advice

of a principal, it will be tremendously interested in a phase of current practice called in-service improvement. One section of the survey was dedicated to the proposition of finding out how Knox County teachers were improving themselves even while they were teaching.

In question seventeen, principals were requested to state the procedures they used to create interest on the part of the teacher in the improvement of instruction. The procedures are listed as follows:

Case:

- 1 Create interest in profession, particularly achievement tests
- 2 Rating, classification, future generations, etc.
- 3 Encourage use of available materials, keep up with modern methods
- 5 Raising the standards of the school
- 6 Use of all tests, courses are taken in summer to improve work
- 7 Point out good and bad methods of pedagogy
- 8 Have teachers lead discussions in faculty meetings
- 9 Give projects to carry out and material with which to work
- 10 By example
- 11 Point out weak points and ways to help the students
- 12 Praise, show my interest
- 13 Tactfully pointing out pupil deficiencies
- 14 Giving helpful advice in planning work
- 15 Create good feeling of cooperation
- 17 Encourage summer school attendance, give suggestions
- 18 Recognition of improvement
- 19 Competition with other schools, compliments
- 20 Faculty meeting discussions led by teachers
- 22 Successful experiments
- 23 Suggest and tell what other teachers are doing
- 25 Teachers exchange ideas by discussing successful plans
- 26 Advice tactfully given
- 28 Complimentary tactics with suggestions
- 29 By example
- 30 Try to give school teachers a better rating
- 33 Cooperation
- 34 Suggestions
- 35 Encouragement, interest in what is done well
- 37 Use of graph from mental tests
- 39 Discuss school problems
- 40 Encourage interest in improvement
- 41 Tell teachers that their rating is based upon teaching
- 42 Watch, check results and improvement, if any
- 43 Personal discussion after visits to classroom
- 45 Use of good teaching methods from good periodicals on school work

The answers in the preceding list have been tabulated and are presented in the table below:

TABLE VI
PROCEDURES USED TO CREATE TEACHER-INTEREST IN
THE IMPROVEMENT OF INSTRUCTION

<u>Improvement Procedure</u>	<u>Number</u>
Creation of professional interest-----	10
Uses of modern methods and materials-----	10
Raising school standards-----	7
Praise-----	6
Round-table discussions-----	4
Summer school attendance-----	3

The table shows that twenty principals arouse the teachers' interest in instruction improvement by attempts to create professional enthusiasm and by encouraging the use of better and more modern materials and methods of instruction. Seven principals advocate raising school standards. Praise and commendation is the stimulant used by six. In four schools, zealous teachers are invited to share their experiences in round-table discussions. Three believe that additional study during summer school attendance will equip teachers with improved methods of instruction.

The County Teachers' League, in cooperation with Knox County Board of Education, maintains a small professional library. The county also appropriates enough money from year to year to enable the Lawson-McGhee Library to circulate books through every rural district. Teachers are given the privilege of checking out unusually large numbers of books

at one time. They have the privilege of keeping them for a specified length of time. One purpose of the survey was to learn to what extent this library service is used. Forty-three percent of the principals indicated that every teacher on the staff took advantage of the available library service; forty-two percent indicated a fair amount of teacher-use of these materials; two percent stated that their teachers participated meagerly in utilizing materials from the school and county circulating library. Fourteen percent gave no answer.

The schools of Knox County possess a limited amount of professional literature. Twenty-seven schools subscribe to or possess the following materials: Childhood Education, Grade Teacher, Parents, N. E. A. Journal, Instructor, Normal Instructor, Tennessee Teacher, Classroom Teacher, Current Events, Child Craft, Current English, and educational textbooks. But, even with the possession of such literature, most principals stated it was not given sufficient purposeful use.

Practices in Recreation

Efficiently planned recreation has been neglected in Knox County schools for many years. The administration has instructed principals to become more alert in the supervision of playtime and playground activities. The survey included two questions about recreation. One asked if the staff had designed and posted a playground schedule. The purpose of the other question was to determine the degree of cooperation given by teachers in supervised play during recesses.

Answers to the first question indicated that twenty-six staffs had prepared playground schedules, but only half of them were posted.

Nineteen schools had no formal schedules. One principal said that his schedule was posted but, "It is almost impossible to do anything about it. You know, a playground schedule isn't worth much when you have no playground." One who answered negatively said, "The principal does it all."

Only twelve of the forty-five principals related that they were completely satisfied with the teachers' cooperation in playground supervision. In twenty-one cases, fair cooperation was received; the remainder indicated that cooperation on the part of teachers in recreation supervision was poor, and very poor.

Practices in Curricular Planning

As a basis for the following discussion, it will be assumed that the elementary curriculum of Knox County elementary schools consists of all planned activity which contributes to the successful operation of each school and that the philosophy of education for each school must be largely determined on the basis of the average prevailing philosophy under which the school operates. Inasmuch as the writer follows a philosophy of group curricular planning which, in his own judgment, is quite satisfactory, he decided to insert a group of questions in the survey questionnaire concerned with curricular planning. Realizing that there can be no successful supervision unless it is based on definite previous planning, the writer believes it wise to introduce the results in this division of the discussion.

During his entire administration, Superintendent L. H. Brickey, of the Knox County Schools, has insisted that schools of every size

hold faculty meetings at definite and regular intervals. Inasmuch as the meeting suggested is of prime consequence, the frequency with which such meetings were held should be considered.

The following chart shows the frequency with which various staffs meet.

Once weekly-----	18
Twice monthly-----	12
No definite time-----	4
Once monthly-----	3
Daily-----	2
Twice weekly-----	1
Three times weekly-----	1
Three times monthly-----	1
As necessity demands-----	1
No answer-----	5

The larger schools are more systematic in their meetings. Those who meet weekly or twice monthly are schools with more than seven on the staff. Smaller faculties meet less often. It was found that the principal who reported a daily meeting of his faculty had only one teacher under his supervision, and the other unusual answer stating that a faculty meeting convened three times each week came from the principal of another two-teacher school.

In the report, the question calling for a statement as to the problems chiefly discussed in faculty meetings are summarized here. Twelve principals related that most of the meetings are spent in the discussion of curricular problems; eleven of them report that most of each meeting is used to discuss discipline; eleven say that time for the treatment of both is about equally divided. One individual, in writing that discussion on curricular problems prevailed, explained that curricular problems can be handled as they arise. Another principal affirmed that a discussion of generalities prevailed and that neither

curriculum nor discipline was talked about. A person giving discipline as the predominant topic added that the remainder of the meeting was utilized for plans to be used in raising school funds.

As the subject of curricular planning was considered further, it was found that many principals encouraged teachers to criticise the county adopted course of study, to add superior practices to it, and to disregard items which they judge inferior. Twelve principals encouraged teachers not to deviate from the suggestions in the course of study.

Question eighteen asked: "Do your teachers analyze instructional merits and defects in an attempt to gradually improve deficient attitudes and procedures?" With few exceptions, the answers were affirmative. One principal was so enthusiastic in his response that his emotional answer was, "Oh! Definitely!" Only one stated that he did nothing to improve instructional procedure.

The next chart demonstrates the frequency with which certain problems require most of the principal's attention.

Questions regarding course content-----	5
Teaching procedure problems-----	15
Problems in discipline-----	26

This indicates that the average principal spends more of his time with matters of discipline than he spends in considering content of course and teaching procedures.

Because the writer had been faced with the disagreeable task of supervising teachers who desire to do nothing outside of rigid classroom routine, he wanted to find out whether or not the supervisory success of other principals was reduced by similar unpleasantness. It

was discovered that an extremely favorable situation existed, because twenty-six answers stated that their teachers wholeheartedly participated in the part of the curriculum formerly known as outside activity such as plays, exhibits, special projects and the like. Answers pointed out that eleven principals supervised teachers who were half-hearted in this regard. Except for two whose answers were "seventy-five percent", the remainder failed to reply.

Superintendent Brickey and Miss Huffman, in particular, were anxious to know what each school had done in the way of remedial work as a result of standardized intelligence and achievement tests which have been given to various grades in all county schools since 1936. Supervisors' acquaintance with the principals' attitude concerning the use of these tests would be of much benefit to them. A classification of practices regarding the use of these tests is to be found in this next table.

TABLE VII

REMEDIAL WORK RESULTING
FROM STANDARDIZED TESTS

Nature	Number
Nothing-----	16
Particular stress on low subjects-----	8
Individualization-----	7
Fundamental drill-----	5
In-Service improvement-----	4
More tests for confirmation-----	4
Conferences-----	1
More reviews-----	1

Table VII indicates that the number neglecting to use the standardized intelligence and achievement tests as a basis for improvement is the highest. Eight principals place particular stress on instructional procedures for subjects in which pupils rate low; seven emphasize the practice of spending more time with individual pupils whose achievement is low. Four principals persuade their teachers to drill more in the fundamentals. Others believe that low pupil achievement indicates that the instructor has not done a good job of teaching. Consequently, their teachers are encouraged to utilize improved and enriched procedures for the subjects in which their pupils rate low. After suggested methods have been tried, four principals give additional tests to determine whether or not such instruction has raised pupil achievement.

Recently much has been said concerning the utilization of available community resources. The writer, realizing that supervisory conferences should be used to encourage such, set out to find out if principals did encourage teachers in the extensive use of such available resources. The appendix will show that fifteen principals gave no answers to the question. With an exception of one negative answer, responses were all affirmative. However, several failed to list the available resources. The next list contains all of the available community resources reported by the principals to be used in the various elementary curriculums.

Case:

- 1 Clay, marble, old homes, seed, trees, etc.
- 2 Community problems
- 3 Community collections
- 7 Historic places, markers, museums, rich geologic localities

Case:

- 11 Films, circulating library
- 12 Soils, historic spots
- 14 Very few from farms available
- 15 Factories, city water plant, places of historic interest
- 16 Books, special pictures
- 17 Field trips, commercial concerns, church facilities
- 18 Dairies, farms, merchants, mines
- 20 Rural nature, lumber mills store projects, etc.
- 21 Negro school
- 24 We can't leave school for field trips
- 25 Fertilizer plant, lumber mill
- 30 Stores, forests, plants
- 31 None at present
- 35 Library
- 39 Uneducated parents, plenty of people looking for free clothes
- 41 T.V.A. literature, points of interest, commercial literature
- 42 Library, factories, dairies, truck farms
- 43 Library, University Extension

The available community resources mentioned by principals are outlined as follows:

- I. Natural resources
 - A. Rural nature
 - 1. Forests
 - 2. Plants
 - 3. Minerals
 - B. Rich geologic localities
- II. Industrial resources
 - A. Factories
 - 1. Fertilizer plant
 - 2. Lumber mill
 - B. City water plant
 - C. Dairies
 - D. Merchants
 - E. Mines
 - F. Farms
- III. General resources
 - A. Historic spots
 - 1. Old homes
 - 2. Museums
 - 3. Old markers
 - B. Community problems
 - C. Community collections
 - D. Uneducated parents
- IV. Cultural resources
 - A. Films
 - B. Books
 - C. Pictures
 - D. Church facilities

- E. Field trips
- F. Negro school
- G. Library
- H. T.V.A. literature
- I. University extension

The ~~N~~egro school was given as a natural resource because a special unit in Negro life had been worked out. One principal who listed no available resources explained that it was impossible to leave school for field trips and the like. Lectures by local business men and films made available by community firms were also listed.

Summary

The findings of the survey have been presented concisely in this chapter. The survey was made during the 1940-1941 school session. A total of three-hundred-eighty teachers were employed in the sixty-seven elementary schools during the year. There were 13,236 pupils enrolled

Problems in programming and personnel relationships present major difficulties. Lack of time is an outstanding problem. Problems in personnel relationships are intensified by some beginning teachers and by several experienced teachers who possess poor personality traits.

Two chief factors in supervision, observation and conferences, have been studied; the practices have been presented. The chief handicaps in observation are lack of time and preparation for group activity while the principal is absent. A few principals are systematic in their practice of following classroom visits with professional conferences. Most elementary teachers go to the county supervisor for professional conferences and advice rather than the principal.

Most principals indicated that they encourage in-service training of teachers by creating professional interest in such as reading, conferences, and summer school attendance. Fewer than half of the teachers were reported to be taking advantage of available library services. A favorable number of schools subscribe to current educational literature.

It was found, by means of the survey, that the average principal is dissatisfied with teachers' cooperation in recreation and playground supervision.

Curricular planning for the most part is done in faculty meetings called at fairly regular intervals. Only twelve principals indicated that the greater portion of each faculty meeting is used for curricular planning. In others, general discussion takes precedence. Most teachers participate wholeheartedly in so-called extra-curricular activities. Sixteen principals do nothing to encourage their teachers to use the results of standardized tests to guide them in remedial teaching. An excellent number of teachers are encouraged to enrich the curriculum by the utilization of available community resources.

The interpretations and recommendations in the succeeding chapter will be based on the data presented in this chapter.

CHAPTER IV

INTERPRETATIONS AND RECOMMENDATIONS

Before attempting to interpret the various problems in supervision of the principals of Knox County elementary schools, it is necessary to establish an appropriate definition of supervision as it applies to the principal. Weber has the following to say:

Supervision, as applied to the principal, includes every means employed to make the work of the school most effective in the lives of the pupils. Such means may be better classroom instruction or better cooperation from the school patrons through parent-teacher associations or other agencies. In a broader sense, supervision has more aspects than one is accustomed to consider. In a more limited sense, anything that applies to the school system as a whole applies to any school under the direction of a school principal. Each principal is the chief supervisory official in his particular unit. He is a line officer with administrative and supervisory responsibilities delegated by the superintendent.¹

The function of supervision is further explained by Burton:

The function of supervision is the improvement of instruction, the encouragement of good work, the constructive elimination of ineffective efforts and misapplied energy..... Expert supervision should lead teachers to a broad vision of teaching problems so that the work of one grade may be seen in relation to the work of other grades, to an understanding of needed revisions, of necessary growth, and of the final outcomes of instruction.²

The writer believes that supervision by Knox County elementary principals should stress the practice of giving all possible leadership and assistance to teachers in order to make their instruction of children attractive, purposeful and adequate. A teaching program

¹Thomas N. Weber, Cooperative Administration and Supervision of the Teaching Personnel, pp. 281-282.

²William H. Burton, Supervision and Improvements of Instruction, p. 9.

based on such a policy should do its part toward developing children and youth into useful citizens.

Programming

On the basis of information gained from the office of the Knox County superintendent of schools, the average number of pupils per teacher was thirty-five during the 1940-1941 session. Because of the large number of elementary schools and their ranges in size, the pupil load per individual teacher is very unevenly distributed. If the average teacher had one group with approximately thirty-five pupils, her task would probably not be so difficult. Many teachers have two, three, four or more grade levels represented in one room, some having more than forty-five pupils. Such conditions tend to make teaching in the middle-sized school and small school extremely difficult.

Likewise, the supervisory loads of principals differ because of uneven distribution throughout the county, the problem of professional supervision and guidance being exceedingly difficult in the smaller schools. In most cases, the average elementary principal is considered the head teacher. He is made responsible for certain administrative routine duties; he must formulate a supervisory program that can be adapted to his school; he must put forth some effort to know his teachers, their likes and dislikes, their health conditions, mental attitudes and capacities and the educational achievements of the pupils in order that the program can be adapted to their needs. He must be informed concerning community problems of various types and he,

with the help of his staff, should formulate an applicable philosophy of education.³ But this is difficult for the average principal to do. In some cases it is practically impossible.

Programming is one of the major problems of the average elementary principal in Knox County. If one will look at Table I, page 12, one will find that the average principal load renders adequate programming for supervision impossible. Out of forty-five contacted, there are only eight principals who are situated so that they can devote at least forty per cent of the school day to the supervision of instruction. The remaining principals have from one to seven teachers depending upon them for guidance, yet the average Knox County principal teaches twelve classes each day; he spends an average of four and one half hours in his own room with his own group. Column four of the same Table will show that he spends an average of approximately twenty-seven minutes per day in the actual supervision of instruction, admittedly an inadequate amount of time.

The facts in the foregoing paragraph reveal grave handicaps to supervision by the average Knox County principal. The situation just presented does not compare with the average small elementary school discussed by Reavis and others in the following quotation:

Today, in most schools enrolling more than two-hundred pupils, the principal is relieved of teaching in order that he may supervise instruction. Practices in this respect differ, of course, in different school systems. In some systems, a school having as few as four teachers is placed in charge of a non-teaching

³Frederick A. Ford, The Instructional Program, p. 272.

principal.⁴

In addition to average load and difficulties in programming, seventeen principals indicated that clerical work over-burdened them to the point that both teaching and supervision are neglected. The writer's own experience leads him to agree. It seems that at least clerical help should be furnished.

It is impossible for the superintendent of schools to keep in close enough contact with the principals and entire teaching personnel. The superintendent seldom averages more than two personal visits to a school during the year. His office routine is extremely heavy; consequently, he has limited time for individual conferences with the principals. The county supervisor's position is similar. The writer believes that the conditions exist because the administrative unit is too large. The average principal's task is difficult. He, too, has a multiplicity of tasks. His task is made difficult because of the unevenness of the size and distribution of schools throughout the county. These principals hesitate to ask time for professional meetings to work out a philosophy of education and supervision which could be adequately appropriate for the system. The writer has asserted that the administrative unit is too large. There are too many schools; consequently, there are too many principals. If there were fewer schools and fewer principals, the supervisor's efforts would be less thinly spread and the learning child would undoubtedly profit in the end. Coincident with this line of thinking, Fought says,

⁴William C. Reavis et al, The Elementary School, p. 286.

The movement for better rural schools is upon us, north, south, east and west; nor will it subside until the reform is complete. To this end, the times demand: (1) more thorough school organization and control, (2) greatly increased school support, (3) professional supervision and instruction, (4) modern school plants, (5) practical courses of study, and (6) centralization of schools.....

The size of the unit of organization plays an important role in school affairs. The success or failure of school administration and supervision as well as school support depends largely upon it.⁵

Because of this uneven distribution of schools and principals, extreme difficulties in programming prevail. When one considers the difficulties encountered in securing school appropriations from the Knox County Court, the writer's following recommendation sounds fantastic. However, the possibilities for reaching this ideal exist, and those interested in education may well experience them in the future. The recommendation is that Knox County elementary schools should be further and systematically consolidated. Among educators, this recommendation needs no further confirmation, but, for emphasis, a statement from Fought follows:

The consolidation of schools is the panacea for existing ills. The ideal plan contemplates the discontinuance of weak schools and the consolidation of a number of districts sufficiently large to maintain a graded school. Where conditions are satisfactory, this means the establishment of graded schools in every respect equal to village schools, right in the heart of rural communities. In addition to what the urban child gets, consolidation offers opportunities for study under the benign influence of field and grove in the very bosom of mother nature. With these schools at his own doors, the rural child need no longer seek urban centers in quest of learning.⁶

⁵Harold W. Fought, The American Rural School, pp. 16, 17.

⁶Ibid., pp. 22, 23.

The writer further recommends that the Knox County schools administrative unit be divided into fewer and larger school districts. Smaller and weaker schools should be systematically consolidated so that no elementary school faculty will consist of fewer than nine teachers. This number is recommended so that the principal will not have to teach longer than the time required to give him practice in teaching sufficient for him to continue his sympathetic understanding of the average teacher and her problems. Such a situation would enable effective supervision. The principal could budget his time for daily administrative routine so that forty or fifty per cent of his time would still remain for supervision.⁷

In spite of the fact that some consolidation has been effected in Knox County, it has not been done extensively enough. Supervision by principals is neglected and inadequate. Methods by which this supervision may be improved will be suggested later.

Personnel Relationships

The average principal of a Knox County elementary school works under trying conditions. If his work is to accomplish what it should, the teacher personnel under his supervision should be well trained and capable, cooperative and resourceful. The principal himself should be qualified. As a supervisor, in addition to training and experience, Chamberlain says that he must be intelligent in implementing the four objects following:

⁷Samuel E. Weber, Cooperative Administration and Supervision of the Teaching Personnel, p. 298.

- (1) Helping the teacher to define definitely the objectives of her work;
- (2) Helping the teacher to evaluate the effectiveness of learning conditions which he is providing;
- (3) Helping the teacher to diagnose her own weaknesses and abilities and those of the learner.
- (4) Helping the teacher to eliminate instructional deficiencies which are revealed by the diagnosis.⁸

With these objectives in mind along with appropriate pedagogical and supervisory training, the principal should be able to supervise effectively even though he is burdened with multiple activities. Furthermore, the teachers under his supervision should be trained to the extent that they could cooperate with him in his effort.

The answers to question eleven, in the appendix, page 98, indicate that sixteen principals believe that most beginning teachers are not equipped with sufficient training to deserve election to the positions they hold. On the other hand, fifteen indicated that it was their belief that beginning teachers for the most part are sufficiently trained. The writer shares the latter belief. He furthermore is inclined to believe that the average principal is not justified in making the former assertion because it has been shown that the average principal only uses twenty-seven minutes each day for supervision. Doubtless, he does not spend that amount of time every day observing the beginning teacher. The assertion is backed by a quotation from Reeder: "An appalling number of beginning teachers fail, and most of them affirm that they fail, because they are not given help by their principals."⁹ Therefore, the fact that a beginning teacher fails or is

⁸Leo M. Chamberlain, The Teacher and the School Organization, p. 343.

⁹W. G. Reeder, Public School Administration, p. 141.

considered a failure is unsuited or untrained for her work may be the result of the principal's lack of assistance, courtesy or judgment.

Their achievement may be improved if the principal follows the practice of being an effective manager of teachers. Cooke has this to say:

He must stand for something to which teachers incline and so take his place as a focus of thought. He must be more than an executive- a worker of men; he must make a religion of his cause and his cause is the teaching profession.....A devotion to a cause goes a long way in establishing feelings of trust between the supervisor and the supervised. Teachers accept the leadership of their executive by virtue of their respect for him and the cause for which he stands.¹⁰

Yet it is true that some beginning teachers are not qualified for election to a position. The principal should use every available means to assist her before proclaiming her a failure. According to a statement of the Knox County Superintendent of Schools, the board is following a policy of electing teachers with no less than three years of college training. Many beginning teachers with degrees are now available and teachers with training are being employed. The beginning-teacher situation would be improved if the board could establish a rigid policy of employing only those who have a degree or the equivalent of four years of college training. According to Cooke, at least four years of college training should be required for any elementary or high school teacher. In more progressive systems, five years of training are required.¹¹

¹⁰Dennis H. Cooke, Administering the Teaching Personnel, p. 11.

¹¹Ibid., p. 32.

Several suggestions were offered to counteract beginning teachers' failures. They were: closer supervision, the employment of older teachers, and removal. The writer believes that a beginning teacher has a perfect right to try her hand in teaching in Knox County elementary schools just the same as in any other county. His experience is that the average teacher with ample training is likely to succeed if she is given sympathetic supervision. He believes that beginning teachers who are proven failures should definitely be dismissed but not until the principal, supervisor and superintendent can demonstrate that she is a failure. He believes, furthermore, that the practice of internship for teachers would help solve the problem.

Briefly, this plan compares with the commendable interne requirement in medicine. "After having received a bachelor's degree or its equivalent, the teaching candidate should be asked to serve as interne or cadet teacher for three years before he or she is accepted as a full fledged teacher."¹² This assumption leads the writer to assert that it would be quite difficult for the average principal to ascertain that a beginning teacher is a failure after one year.

Consequently, the writer recommends a three year internship for beginning teachers. The principals, with the assistance of the county supervisors, should be expected to give beginning teachers an abundance of directive attention with the purpose of assuring her success if her teaching capabilities are adequate. The administration should initiate

¹²Cooke, op. cit., p. 32.

a vigilant systematic method of observing and analyzing their progress. Rating sheets for beginning teachers during internship should be required of the principals at regular intervals. At the end of the three years of internship, their success or failure should be determined by the administration after having examined their written records of progress, written recommendations from their principals and written recommendations from the county supervisors. When their success is definitely and formally established, they should be placed on the permanent tenure list. The present probationary clause of the Knox County Tenure Law could be effectively carried out according to the plan which has been presented. Such a recommendation is supported by Reeder in the following quotation:

The beginning teacher needs help most and appreciates it most. If possible, every beginning teacher should be visited every day during the first week or two of school, and many later visits should also be made. In fact, the principal should visit her on the very first and second day of school if at all possible. This visit must not be made in the fashion of sleuth, but in the spirit of a real friend. A supervisor who cannot do his work except through instilling fear into the hearts of those whom he supervises is not worthy of his calling, the fruits of such a supervisor are sure to do more evil than good.¹³

The various existing personality traits of Knox County elementary teachers are discussed on pages 15 and 16. Table II, page 17, indicates that emotional instability, minimum effort, poor judgment, lack of pupil understanding and insubordination are the most prominent undesirable traits. A faculty composed of a few teachers who possess such traits cannot achieve satisfactory results in instruction. The

¹³Ward G. Reeder, The Fundamentals of Public School Administration, p. 170.

principal, in order to guide teachers, must be an individual of strong personality. Teachers possessing poor personality traits should be tactfully informed of them. The principal and other teachers should encourage such handicapped colleagues to correct or improve poor personality traits.

These assumptions are supported by Reinoehl and Ayer, thus:

The social and personal qualities of a teacher combine with the better traits to make a strong personality. This is a fundamental factor in teaching. Through personality traits, the impressions are made and determined. With desirable traits, success is made possible. Those with opposite traits are not likely to succeed. An altruistic, patient, devoted, generous, bouyant and kindly dispositioned young person, capable of guiding and helping others has superior personality that is quick to win favor in the teaching field. Part of it is due to nature; much of it may be the result of nurture. Personality traits can be cultivated and improved. All desirable qualities may be developed by thought and right practice.¹⁴

Since authorities indicate that undesirable traits of teachers can be eliminated, the average principal can insist that the undesirable traits mentioned in Table II, page 17, be eliminated, remedied or repaired so that cooperative participation will permit the principal's supervision to be more purposeful. Favorable conditions brought about by excellent teacher traits are most helpful to child growth.¹⁵

Seven principals indicated that their supervision was not completely successful because of the impossibility of establishing cordial mutually helpful relationships among teachers, officials and county agencies. They indicate that these conditions are brought about by

¹⁴Charles M. Reinoehl and Fred C. Ayer, Classroom Administration and Pupil Adjustment, p. 495.

¹⁵Ibid., p. 497.

jealousy among community leaders and church and factional strife. Such unpleasant situations could be relieved if principals and teachers will learn the established customs of the community and respect them. If it ever becomes necessary or advisable to do something which might be contrary to the mores and customs of the community, it should be done with the least possible violence. The custom of one community may be taboo in another.¹⁶ Therefore, principals and teachers should endeavor to learn the mores and customs of the community so that they may develop diplomacy to the extent that citizens will not become offended when these customs are violated.

Principals who indicated that some of their teachers insisted on teaching when they were sick were justified in suggesting sick leaves. Various lengths of time were suggested for sick leaves with pay. Cooke shows that the average teacher is absent between six and seven days each year and that the policy of giving a ten day sick leave with pay to the teacher is commonly and successfully practiced in various parts of this country.¹⁷

The writer believes that every elementary principal worthy of holding his position should have some voice in the elimination and selection of teachers for his staff. With that voice, he could be instrumental in choosing teachers with poise and personality, those who are well trained, those who are able to master the art of teaching

¹⁶H. A. Riebe et al., The Classroom, pp. 25, 26.

¹⁷Dennis H. Cooke, op. cit., p. 155.

and those who have professional ideas and attitudes. If the make-up of his teaching personnel were employed on such a basis, the trained principal could, no doubt, be comparatively successful in his supervision.

Classroom Observation

The average Knox County elementary principal is expected and should be expected to supervise his teachers to a reasonable degree in spite of the fact that the greater part of the school day is spent in his own room with his own group. No matter how much time he must spend teaching, he must budget his time so that he can observe his teachers often enough and long enough to form some opinion as to her ability, equipment and professional needs. "It is therefore necessary that the principal study his job thoroughly and plan his work so carefully that he may find needed time for supervision."¹⁸

The difficulties of supervision are classified in Table III, page 19. This table shows that lack of time is the greatest difficulty in supervision. This means the lack of time for observing and, of course, conferences which should follow. The chart also points out that supervisory attempts are fruitless because some teachers refuse to use new and tried methods that are suggested. They are handicapped because it is impossible to persuade teachers to give individual pupil attention where it is needed. Some teachers are problems because they

¹⁸Henry J. Otto, The Elementary School Organization and Administration, p. 346.

have difficulty in discipline. One principal reports the lack of preparation on the part of one teacher. Two principals admitted that they are handicapped because they do not know what to look for in supervision and one suggested that his resourcefulness in giving advice was limited. These major problems are extreme handicaps and they serve to decrease the supervisory proficiency of any principal. The writer believes that principals can rise above such situations with proper training, experience, proper budgeting of time, patience and good judgment.

With all of these handicaps, especially lack of time, how is the principal to observe the work of other teachers when he has the responsibility of his own group? Table IV, page 20, records that twelve principals leave the room after planning a study period with a reliable pupil in charge. Eight principals depend upon a reliable honor system; others depend upon another teacher to relieve them while they are out of the room.

The plan which the writer submits is one which he successfully used when he was principal of a seven-teacher school. It was found to be most convenient to leave for observation purposes during the planned study period in language arts; or the principal could leave during the planned study section of the social science period. The groundwork for pupil action was laid by stressing repeatedly good citizenship and honor as a trait which should be possessed by a good citizen.

The pupils of the room were organized into a sort of student

government club. In order to avoid the use of the term "student government", the writer suggested that the club be called the "Cooperative Planning Club". The pupil who held the highest office was called the manager. He was nominated by the pupils and elected by them. The teacher was also permitted to vote. The Chairman of the Discipline Committee, Monitor Committee, Grounds Committee and Lost and Found Committee were called commissioners. They formed the Manager's Cabinet and met at regular intervals to formulate the policies of the club. The Commissioners saw to it that the committee members carried out the regulations of the club.

When it was necessary for the principal to be out of the room, this organization was left in charge. He never left without telling the group that he was going, why he was going, how long he would be gone, and where he could be found should he be needed. He never attempted to peep in or slip in on them. Their purposeful silent reading instructions were placed on the blackboard, and, many times, they were accompanied by purposeful questions to which answers were to be written.

The writer, after having planned purposeful work for the pupils to do, is reasonably sure that they were not excessively noisy when the organization was in charge. Most pupils did a fair grade of work while the writer was absent; better pupils did the average good work for which they were always capable. A near-by teacher reported that the entire group was unusually quiet throughout the year. Some disturbance was reported by the manager and his cabinet. The pupils who were reported were always immediately reprimanded.

The writer feels that this plan which was effected so that he could observe was quite successful. He suggests that any other average principal can do likewise. If the practice is followed, lack of time, the major difficulty in supervision, can be overcome to a noticeable extent.

Most of the principals indicated that they do not notify teachers when they plan to visit their rooms for supervisory observation. The most common explanation was that teachers and pupils make unnatural preparation when the principal's visit is pre-arranged. If this practice is the constant policy of the average principal, the writer believes that the policy is unwise. By this statement, the writer does not mean to assert that every visit by the principal should be pre-arranged. On the contrary, the principal should feel free to visit the room of any teacher at any time; but a reasonable number of his visits should be pre-arranged, and some of them should follow the teacher's invitation.

Cooke says:

A school may be organized and administered rather effectively with a minimum amount of classroom visitation, but the supervision of instruction cannot be successfully carried on in the absence of classroom visitation. The supervisor should realize this fact and visit his classrooms as often as possible.....The best teachers welcome such visitation, because they find that such visits, if properly conducted and followed up with a conference, continue improvement in service.¹⁹

The writer fears, however, that since the greater part of the principals do not pre-arrange their visits, the real object of their

¹⁹Dennis H. Cooke, op. cit., p. 326.

observation is lost and that the practice tends to become inspection. This type of observation is dubbed by Reeder as "snoopervision" and is of little value because it is not generally followed by a conference. This type of supervision is discouraging and destructive rather than constructive and encouraging.²⁰

Similarly, Weber says,

The principal should not be regarded as an inspector. He should have the confidence of his teachers so that he can enter a classroom unannounced and seek opportunities to lend aid whenever needed. He should not interfere with any school activity unless interference is necessary to affect permanent improvement. Because a principal must know at first hand whether his school is functioning properly or not, and should have the confidence of his teachers, supervision is personal. "Supervision by correspondence" sent out from the principal's office cannot furnish him with proper knowledge of nor a desirable relationship with his teachers.²¹

Therefore, in spite of the fact a principal is busy with his teaching, he must find time to observe his teachers regularly with some supervisory purpose in mind.

The majority of principals stated that they do not approve of the policy of visiting a classroom only at the formal request of the teacher. Authorities agree that they should go when invited, but the average principal is seldom invited by a teacher to visit her room. Laura G. Snyder proved that this was true when she made a survey which showed that out of seven hundred teachers, only two hundred forty-eight practiced inviting the principal in for conferences.²²

²⁰Reeder, op. cit., p. 169.

²¹Weber, op. cit., p. 284.

²²Laura G. Snyder, "Classroom Visits and the Individual Conference," Tenth Year Book, Bulletin of the Department of Elementary School Principals, N.E.A., 1931

Smith and Speer say that when a supervisor is observing the activity of a teacher in such an exacting subject as English, for instance, the teacher should always have advance notice. They say, Further:

Surprise visits are undesirable. A capable supervisor is not deceived by the occasional instructor who does his best only when the supervisor is present. In fact, teachers may be informed of the particular items in which the supervisor will be most interested. Let them do their best for the supervisor and let him encourage them to always to their best work.²³

The writer heartily agrees with such a philosophy and recommends that it be followed. The fact that a teacher can make unusual preparation for the supervisor's visit is a good indication that she can make such preparation every day. The principal, realizing this possibility, can encourage and insist upon the continuance of such preparation.

A list of important features for which Knox County principals look during supervisory observation is given on page 21. Sixteen of the principals indicated that they were interested in the teacher's ability and her preparation. Fourteen indicated that they were anxious to note the enthusiasm in pupil preparation and response. Others were interested in the English used, reading ability and their proficiency in fractions. The writer believes that they are justified in looking for such factors. John S. Thomas says that during observation, the following activities should be studied carefully: teaching technique, pupil purpose and activity, class period analysis, amount of time devoted to different activities during the class, teacher attitudes

²³Samuel Smith and Robert K. Speer, Supervision in the Elementary School, p. 121.

such as attention to individual children as well as groups.²⁴

Observation on the part of any principal as supervisor is important, but the principal should realize that the teacher occupies a fundamental place in the school. The principal should never assume any function that rightfully belongs to the teacher. He, therefore, must develop suitable methods for visiting, observing and diagnosing classroom activity. If any of his conduct tends to interfere with the teacher's control of the class, the classroom work is injured.²⁵

The foregoing thought is supported by Reavis and others.

The methods of visitation should be clearly understood by the principal, and his purposes and procedures should be made clear to his teachers. In general, the principal should feel free to visit the classroom when he pleases. He may do so on invitation and in that event he should strive to comply with the wishes of his teachers. He should make his visits as often as possible and with as little disturbance to the teachers and pupils. Any ostentatious display, on his part, is entirely out of order. The time of visit should be arranged so that his arrival or withdrawal from the room will not disturb the classroom work. In making records of his visits, usually after leaving the room, he should take notes without display. His notes in the room may prove disturbing to teachers, especially those who are new to the school or inexperienced.²⁶

It is reasonable to assert, then, that principals of Knox County elementary schools do not visit teachers often enough and long enough. They indicated that they lack time, but the writer believes that it is due partly to lack of planning, interest and budgeting of time. The principal of a school of any size should plan and budget his time so that he can make purposeful observation a part of his program in super-

²⁴John S. Thomas, "Supervision Is A Joint Enterprise," Tenth Yearbook, Department of Elementary Principals, p. 181.

²⁵Milo B. Hillegas, "Viewpoints on Supervision," Tenth Yearbook, N.E.A., Department of Elementary Principals, p. 170.

²⁶William C. Reavis et al., The Elementary School, pp. 286, 287.

vision. It has been pointed out that he can if he has the ability to supervise and the desire to realize the satisfaction of reasonable achievement by his entire school personnel.

Conferences

Responses on the questionnaire show that only seven out of forty-five principals are situated so that they can supervise effectively. How may a principal with administrative work and teaching find time for conferences after observation?

Charles B. Clark, the principal of a seven teacher school, had difficulty in arranging supervisory observation and conferences. His clever philosophy was published in the Educational Administration and Supervision magazine for October, 1938. The following paragraph is one which every small school principal should read:

Directing the efforts of a corps of workers from some position of elevation is one kind of supervision, but it is the same kind of supervision as that done from a hole. The aims are the same but the methods are quite different. One must lead without seeming to lead, cause a turn without seeming to cause one, call a halt without seeming to, effecting a retreat without seeming to do so. Really, in a small school, to be a good supervisor one must be a diplomat of a superior kind before he can supervise. The typical small school principal must supervise from a hole.

But to lie there is disgrace! There are things which can be done. Wriggling around in the hole may get one out. An occasional heave and a subsidings might make the hole into a rut, and then into a grave.²⁶

This figurative analysis serves to demonstrate the difficulty of the principal's task in supervision in a school with a small faculty.

²⁶Charles Blake Clark, "Supervision From A Hole," Educational Supervision and Administration Magazine, October, 1938, Vol. 24, p. 636.

Since authorities have indicated that supervision must not be considered "snoopervision" or inspection, it is reasonable to think that every supervisory visit must be followed by a purposeful conference with the teacher. Every conference should proceed on as professional and serious a basis as possible. The conference should be held at a definite time and place, but it must not be held until the principal has observed the work of the teacher a good deal. There should be no interruptions.²⁷

Twenty-three principals stated that approaching teachers regarding a change of instructional procedure was a relatively easy task. Thirteen principals expressed difficulty in making such approaches. Supervisory conferences for the first group should end with satisfactory results. Difficulties for the last group are more than likely due to a lack of diplomacy or basic understanding on the part of the principal, or the lack of a cooperative spirit on the part of the teacher concerned. The visit of the principal to the teacher should be looked upon by the teacher as her opportunity to secure help in all conferences. It should be looked upon by the principal as a "challenge to tax his capacities to their utmost in order to prove worthy of his position in this heavy task of preparing boys and girls to shoulder the burdens of the world."²⁸

Then, the principal should be diplomatic and well trained; he

²⁷Charles B. Clark, op. cit., pp. 636, 637.

²⁸Edwin H. Reeder, "Supervision In Modern Schools," Educational Administration and Supervision Magazine, December, 1936, 22:642, 643

must possess professional spirit and be resourceful if his conferences are to end successfully. In order that he may command the teachers' respect, he must read widely; his past experiences in education, reputation, committee appointments, office holdings in professional organizations and the like should have been such as to win their confidence. They will then be apt to respect his advice.³⁰ Also, the principal's self-confidence would be sufficient for him to make successful supervisory contacts.

Apparently, such a favorable condition exists in Knox County because the majority of principals reported that their teachers have confidence in their advice. Twenty-two principals who reported that they follow every visit with a conference are correct and progressive in following this procedure. And, since Mr. Clark urges the practice of regular conferences following observations, it appears that the nine who reported that they seldom arrange for a conference are deficient in meeting their supervisory responsibilities.

The writer recommends that the principal of an average size school should plan to make these observational visits in his school each week. A conference should follow each visit as quickly as it is conveniently possible. The following morning thirty minutes before school would be preferable. At such a time, the two would be rested and fresh and could discuss their problems cooperatively. Burton says, "Ideally, any plan of supervision should provide for definite conference periods at a time when the teacher is not already worn from the days

³⁰Charles B. Clark, op. cit., p. 627.

work.³¹

Irwin O. Addicott says that there are nine basic principles of the supervisory conference which the principal will observe. These principles are:

- (1) The principal must organize his school so that he will have time for regular conferences.
- (2) Conferences are to be scheduled if they are to be effective.
- (3) Conferences should be long enough to be effective.
- (4) The teacher, not the principal, should do most of the talking.
- (5) Conferences should be held where there will be freedom from needless interruption.
- (6) The conference should be used to plan for the future rather than to discuss past mistakes.
- (7) The conference should result in a program which has been mutually worked out and agreed upon for helping the teacher with her problem.
- (8) The principal should always be prepared for his conferences.
- (9) The principal should record the problems which are brought up in conferences.³²

In every conference, the principal should secure the teacher's own analysis of her work. He should commend what he approves and make helpful suggestions for what he disapproves. He should always find something to praise so that the teacher will not lose all her self-confidence. He should help the teacher discover her weaknesses and overcome them. The principal must be pleasant; he must suggest; he must criticize tactfully, and as a result, he may expect teacher growth.³³

This further instruction is given by Reinoehl and Ayer:

³¹William H. Burton, Supervision and the Improvement of Teaching, p. 412.

³²Irwin O. Addicott, "Principles of Effective Teacher Conferences," Tenth Yearbook, Department of Elementary Principals, N.E.A., 1931, pp. 263-265.

³³Thomas H. Briggs, Improving Instruction, pp. 375-377.

Supervisory conferences should take place both before and after a teacher's work is observed. Pre-teaching conferences are an aid to planning work. Follow-up conferences are needed for the development of plans to correct manifest weakness, to make suitable adjustments or to carry on or complete any project under way. Favorable conditions for these conferences make for free discussion of problems and insure greater improvement in methods and devices used.³⁴

Forty-one out of forty-five principals indicated that they follow the policy of commending teachers for exceptional service. According to recognized authorities, such procedure is excellent. It gives the teacher confidence and encourages her in her work. Ideas gained by observing procedures of other teachers are excellent to suggest to the teacher in conference. Teachers in need of help should be encouraged to visit and study techniques used by teachers whose reputation is outstanding. No doubt, such practice will contribute to good teaching.³⁵

A quotation from Weber follows:

A teacher's work must be poor indeed if the supervisor cannot find some word of commendation for both pupil and teacher. It may be that appearance of the room deserves special attention or the apparent interest of the pupils in their work, or some other commendable features. No one cares for the presence of a grouch. The human element is of great importance.³⁶

The writer believes that far too many teachers go to the county supervisor for assistance. It is his belief that the general supervisory program should be presented clearly to the principals. They, in

³⁴Reinoehl and Ayer, op. cit., p. 510.

³⁵William Burton, op. cit., pp. 416, 417.

³⁶Samuel E. Weber, Cooperative Administration and Supervision of Teaching Personnel, p. 313.

turn, should execute these plans. Then all difficulties in teaching technique in any particular subject should be taken up with the principal who, in turn, gives assistance. If he is not able to help, he should confer with the supervisor.

Since the general supervisor is so very busy, teachers should go only when they are invited to do so by the supervisor herself or when the principal advises it. Of course, if it is evident that the principal is unable to assist or neglects or refuses to assist, the teacher is justified in calling upon the general supervisor. Otto says that since the principal is responsible for the entire conduct of the school, he should have all of the supervisory problems called to his attention. If he can help, he should; if not, he should take the matter up with the supervisor or advise the teacher to do so.³⁷

Table V, page 26, classifies the problems which the supervisor must help the principal to solve. Problems of teaching technique are most frequently mentioned; problems in discipline are next, personnel problems are next; professional attitude and programming have the same frequency. The proper use of materials was mentioned less frequently.

Principals are justified in seeking help from the supervisor in their problems. The supervisor's knowledge of teaching methods and her experience in discipline are adequate enough that she can assist the principal. Principals should feel free to take all problems to her because she is acquainted with the curriculum; she is a student of

³⁷Henry Otto, Elementary School Organization, pp. 342-344.

educational problems; she is trained in administration and supervision, curriculum construction, educational research and the like.³⁸

Our own supervisor has the qualifications. It is appropriate to recommend that all principals avail themselves of the opportunity to seek her help. She can be of invaluable assistance to every principal in Knox County who confers with her for professional advice.

All principals in Knox County elementary schools are the supervisors who are responsible for supervising instruction in their particular schools, Knox County schools are engaged in a fairly progressive form of elementary education. It has been stated with authority that principals should observe the work of their teachers often. This observation must be followed by a purposeful conference. The writer knows by experience that principals who teach most of the day can budget their time so that classroom visits can be made and so that conferences can follow. It is difficult work, but most educational administration is hard work. The average principal's work in professional guidance can be successful because he has every right to expect his teachers to work in harmony with his plans and to undertake and carry out his suggestions. Both teachers and principals should, therefore, develop attitudes of honesty, sympathy and mutual confidence in each other in order to make working relationships ideal.³⁹

³⁸Samuel E. Weber, Op. cit., p. 313, 314.

³⁹Reinoehl and Ayer, op. cit., p. 74.

In-Service Training

Table VI, page 28, classifies the procedures used by Knox County principals to create interest in the improvement of instruction during the time in which they work. The techniques used are commendable, but the frequency of the use of some techniques is apparently too low. Summer school attendance was mentioned only three times; round-table discussions were mentioned four times. Creation of professional interest and the use of modern methods were at the top of the list.

Principals should encourage teachers to improve themselves in various possible ways. DeYoung has listed quite a number of types of in-service educational growth devices for teachers. They are:⁴⁰

Constructive supervision	Teacher's meetings
Demonstration and school visits	Professional organizations
Consultive services in schools	Panel method or discussion
Summer study	Research surveys
Extension and home study	Salary increments
Profession and cultural reading	Retirement plans
Travel	Tenure legislation
Sabbatical leave	

Supervision in Knox County schools could be improved by all of the foregoing practices with the exceptions of retirement plans and the sabbatical leave. These possibilities would have to result from county court appropriations.

It is unfortunate that, according to the principals' statement, teachers do not use the County's professional library enough. In all probability, the principals do not make sufficient use of it. Reavis

⁴⁰Chris A. DeYoung, American Public Education, p. 399.

suggests that principals should become acquainted with such professional libraries and effectively advertise their advantages. This may be done by means of printed bulletins at faculty meetings. Teacher conferences may reveal special problems and the use of the library may thus be developed.⁴¹

The professional literature possessed by Knox County elementary schools is limited almost entirely to magazines. Professional textbooks were limited to the Classroom Teacher series and some college texts which were brought to school by the teachers; but, even with the possession of such literature, most principals indicated that it was used very little.

The magazines used by Knox County elementary teachers compare with those found to be used by other teachers throughout the country. In addition to those mentioned on page , the following should be added: Primary Education, Journal of Education Methods, Elementary School Journal, and Journal of Education.⁴²

It is possible for all elementary schools to have a small professional library. The administration encourages such development by matching funds for the purchase of books. The writer believes that every principal should make an effort to establish a professional library. He should set the pace for his teachers by using it extensively himself. Again, Reavis has the following to say:

⁴¹Reavis et al., op. cit., pp. 346, 347.

⁴²Reavis et al., op. cit., p. 347.

The principal should set the pace for his teachers in professional reading, and his reading for the large part should be books which he expects his teachers to read. There is no reason why any principal should not have in his school a professional library built up through annual pooling of personnel subscriptions for books and educational magazines. The parent-teacher association may be interested in such a project and induced to provide a small fund for the purchase of current professional literature.⁴³

The principal, because of his resourcefulness, should suggest material for his teachers to read from books or articles. He should suggest study in carefully chosen summer school courses or extension courses; he should insist upon attendance on professional conventions and other teachers meetings. He should suggest the observation of work done by superior teachers.⁴⁴

Knox County teachers can easily avail themselves of these in-service training possibilities because of nearness to the University of Tennessee, nearness to the city schools of Knoxville and because Knoxville is the headquarters for the convention for the East Tennessee Education Association.

Inter-school and inter-class visitation have been proven to be valuable for teacher-improvement while in service. The supervisory program of Blount County schools included such a plan in the 1941-1942 school session many teachers visited the writer's school. Many larger systems have admitted the success of such a plan. For instance, in Queens, New York, visits to other rooms and schools were profitable. Several purposes were accomplished. (1) Teachers became accustomed to

⁴³Reavis et al, op. cit., p. 347.

⁴⁴Thomas H. Briggs, Improving Instruction, p. 377.

having people in the room other than pupils; (2) teachers learned their own weak points or were reassured as to the value of their own work; (3) they learned to appreciate one another's difficulties; (4) the fear of supervision was allayed. On the whole, the plan proved valuable.⁴⁵

The writer believes that Knox County teachers could improve themselves while they teach by cooperative supervision, professional reading, by taking advantages of near-by cultural resources and by school and class inter-visitation. Principals should be organized to the extent that it would be their policy to encourage every means of teacher improvement while in service.

Recreation

The recreational program of average Knox County elementary schools is inadequate according to the findings in the survey. Only twelve principals indicated that they are completely satisfied with the teachers' cooperation in playground and playtime supervision. Most of the principals indicated that they have posted playground schedules, but since it is obvious that recreational supervision is generally poor, the preparation of such a schedule is wasted time. The writer, as principal, has never been satisfied with teacher cooperation in playtime supervision. Unfortunately, older and more experienced teachers are the worst offenders. Their lack of activity has its

⁴⁵Editorial, "Inter-Class Visitation for In-Service Training," Elementary School Journal, April, 1940, Vol 40, p. 572.

influence upon younger teachers. They stand and look, but seldom direct. It is extremely difficult to convince some teachers that playtime direction is as much a part of the teacher's work as it is a part of the principal's work. The writer fears that the administration is not strict enough in its requirements for recreational guidance, particularly at recesses.

It is necessary to have directed play, it is healthful; it is educational; it should be considered a vital part of the curriculum. J. F. Williams says, "Play - play for its own sake, for the indwelling satisfaction that comes to him who plays."⁴⁶

Since the playground problem is one that exists in every grade, and age, it is necessary for every teacher to participate. Wisely directed play has come to be considered one of the most effective means of character building available to the schools.

Elementary pupils fall into a few natural age groups for directed play. The first is the group under ten years of age. They are the children which use and are satisfied with swings, boxes, slides; folk dances and rhythmic games.⁴⁷ Next is the intermediate group. The children of this group are a little rougher. They are interested in tougher games. They need horizontal bars, baseball bats, basket balls, volley balls, and the like. They need to play within their own group. Here is a place for a teacher to direct play and insist on fair play, teach new games and insist on non-players becoming active.⁴⁸

⁴⁶Harry C. McKown, op. cit., p. 166.

⁴⁷Rosecoe Pulliam, Extra-Instructional Activities of the Teacher, pp. 230, 231.

⁴⁸Ibid.

Then, the older intermediates or junior high school group is next. This group needs equipment similar to the intermediate group, but because of their nature, their play group should be separated from the others. Again, the teacher who directs has an opportunity for purposeful supervision.⁴⁹

For several years, the writer has encouraged close play time supervision. Since there is no gymnasium, children are encouraged to stay out in the open. During rainy or cold days, children are supplied with simple indoor games to be used in their own room with the teachers supervising. The program has been quite successful. Discipline problems have been fewer and children are happier. The entire recreational program is more satisfactory since the state has become more rigid in its recreational and physical education requirements.

The writer believes that well directed play is a vital need of the elementary curriculum. He recommends that all principals prepare a well-rounded program of recreation. He would call upon the administration to insist that every member of the faculty should give generous support in recreational supervision.

Curricular Planning

The writer was concerned with the problem of curricular planning as a part of the average principal's guidance. Since many of his own plans were developed in faculty meetings, he was interested to learn

⁴⁹Roscoe Pulliam, op. cit., p. 231.

how often other faculty meetings were held. The list on page 31 indicates that the most of the schools hold their faculty meetings once each week. Twelve principals indicated that faculty meetings were held twice each month. Others meet irregularly.

The superintendent of Knox County Schools has stressed regularity in holding faculty meetings. Reavis also stresses the importance of such meetings and cautions principals that they must be professional, well planned, attended by all and should be set at a time when it is convenient for all teachers to attend.⁵⁰

The writer realizes that it is important for various phases of school work to be discussed in faculty meetings. He was interested to learn about the amount of time used for discussing curricular problems. Eighteen principals out of forty-five indicated that most of the time was spent in the discussion of curricular problems; twelve stated that the discussion of problems of discipline take up most of the time. Others said that curricular problems were handled as they arise and still another said that most of the time was spent in formulating plans for raising money. All of these things must take place in the faculty meetings since this means is more commonly used in formulating the policies of a small school; but the writer believes that curricular planning should take precedence.

The frequency with which faculty meetings are held is dependent upon the supervisory policy of the particular school. If a worthwhile supervisory program has been planned, it is necessary for teachers to

⁵⁰Reavis et al., op. cit., pp. 288, 289.

meet often so that aims and objectives of the school can be plainly laid before them. Curricular planning in faculty meetings will be of a general nature. Planning must be more specific in individual conferences.⁵¹

The writer recommends that purposeful faculty meetings should be held no less than twice each school month. The average school principal will have difficulty in making plans for meetings which meet more often. It is likely that the interest of the faculty would decrease if such meetings were called less often.

For several years, the supervisors of Knox County have prepared a course of study for the elementary schools. The superintendent and supervisors have stressed that this course of study is to be used merely as a guide for work during the year. Teachers are encouraged to make marginal notes as suggestions for improvement. It has been stressed that the course of study is not the curriculum. It is merely to serve as a starter upon which the teacher is to base an enriched type of purposeful teaching procedure. It has been made clear, however, that the course of study must be used and not neglected.

Results of the survey showed that the majority of principals encourage their teachers to criticize the adopted course of study, to add superior practices to it and disregard items which they judge inferior. Twelve principals encouraged teachers not to deviate from the course of study. It is apparent that the latter group is following the

⁵¹Dennis H. Cooke, op. cit., pp. 308, 309.

line of least resistance and does not make purposeful use of the course of study.

The following quotation from Riebe and others will serve to interpret the course of study; and it can serve as the writer's recommendation in regard to the use of the course of study.

The courses of study supplied the teacher are not all-comprehensive. Only certain main mileposts are listed to mark the way, and only a few suggestions are given to encourage right procedures. All the marginal values must be supplied by the teacher. The needs of the pupils revealed in teaching pupils, instead of the course of study, will indicate what these marginal values should be.

It is a fundamental responsibility of the teacher to enrich the curriculum and provide worthwhile, vitalizing experiences for the pupils according to their interests and needs. The curriculum for the child must be as broad as life itself.⁵²

Every principal and elementary teacher in Knox County should learn the truth of the foregoing quotation. If they had such purposes in mind, their teaching of children would be richer and more satisfying. Such a philosophy cannot be established when the average principal spends more of the time in faculty meetings discussing problems of discipline rather than the improvement of instruction.

The writer has learned through the survey that teachers' cooperative participation in extra-curricular activities is unusually good. Only eleven principals indicated that their teachers were reluctant to cooperate by saying that they were half-hearted. Two principals reported that seventy-five per cent of their teachers pleasantly accepted extra-curricular responsibility. If all situations in the county

⁵²H, A. Riebe et al., The Classroom, p. 30.

compare to sampling obtained by the survey, a wholesome general situation exists indeed.

Reeder says that the term applied to extra curricular activities is not altogether appropriate. In common parlance, extra-curricular activities refer to all pupil activities which are not part of the regular studies of the school. They have come to be prominent even in the elementary schools, especially in the upper grades. During recent years, forward looking educators have come to see that such activities, if properly directed, have distinct educational values. They have become so important that today they are considered as curricular. Under proper guidance they may be integrated for the purpose of motivating school subjects; moreover, they are useful in filling gaps between subjects to give pupils a well-rounded education. Reeder says emphatically that the purposefulness and success of extra-curricular activities depends largely upon the willing and intelligent cooperation in the program of the teachers of the school.⁵³

Table VII, page 33, shows that far too little remedial work results from the study of pupil achievement in the standard achievement and aptitude tests. It has always been difficult for the writer to interest teachers in using them even after he has carefully directed their attention toward them. One will find that answers to question thirty-eight were not very definite. The question reads, "What have you done in the way of remedial work as a result of standardized intelligence and achievement tests?" The answers will be found in the

⁵³Ward G. Reeder, op. cit., pp. 642-644.

Appendix, page 115. Obviously, principals are not very well aware of the values of good tests.

Cooke and others say that even teachers in a small school should be familiar with a reasonable number of standard tests. They should know how to administer them and to employ the statistical techniques necessary for interpreting results. Such terms as intelligence quotient, mental age, index of brightness, educational age, norms, and the like, should be a part of his reading and working vocabulary.⁵⁴

The results of such tests should be used for the classification and grouping of pupils, as a basis for promotion and for diagnostic and remedial treatment. Perhaps the latter mentioned used is by far the most important.⁵⁵

Again, Cooke and others say that it is important to study tests in order to discover the exact nature of individual differences and deficiencies in pupils in order to provide for definite types of instruction to correct them. A testing program should be developed to work throughout the school term.⁵⁶

Broom indicates that standard tests serve to help teachers to remedy their own deficient methods of teaching. Profile charts help to determine teaching weaknesses for the whole school. Individual measurements assist teachers in determining procedures which will care for

⁵⁴Dennis R. Cooke, Ray L. Hamon, Arthur M. Proctor, Principles of School Administration, p. 417.

⁵⁵Ibid.

⁵⁶Ibid., pp. 423-427.

individual differences. "Tests, furnishing evidence of good and bad results, lessen the chance of weak teaching and increase the chances of good teaching throughout the school."⁵⁷

The writer believes that the results of standard tests in Knox County are not sufficiently stressed. He recommends that the supervisor should analyze the results of the previous year's testing program and stress weakness so that all teachers in the system can be on the alert to do functional teaching and remedial work when it is necessary. The supervisor should confer privately with the principals of schools whose general achievement is low. By this means, the supervisor can do her part toward remedying deficient situations in weaker schools. The results of the entire testing program should be analyzed carefully and presented to the teaching personnel with the purpose of bringing about improvement when and where it is needed.

Educators who feel that the learning program of schools is too theoretical are encouraging the development of courses around practical problems of life. Such a procedure calls for the utilization of community resources.⁵⁸ It is true that the course of study is set up by the county and state administration; but the course can be adapted to a vicinity by using the resources which are near at hand.

The use of available resources has not been sufficiently stressed in Knox County. As a result, the writer found by means of the survey that fifteen out of forty-five principals do not encourage their teachers in the use of available community resources. These principals are

⁵⁷M. E. Broom, Educational Tests and Measurements, pp. 10, 11.

⁵⁸Henry Harap, "The Scope of an Effective School Program for Utilizing Community Resources," Eighteenth Yearbook, Department of Elementary Principals, N.E.A., p. 456.

neglecting a very vital factor in curriculum enrichment. The majority of principals indicated that they do encourage the use of such resources. The list of items which they gave is commendable. The list will be found on page 35 in outlined form.

There is no good reason why the schools of Knox County can not find community resources that can be put to vital use in the schools. They should be encouraged to use them more than they do. They could develop a history of the community; they could make a study of local topography and natural resources; they could take a census; they could make a health survey, farm survey, home and family life survey; they could study local industries and numerous other items that are close by.⁵⁹

A quotation from Henry Harap appropriately follows:

It seems safe to predict that the emerging curriculum will be concerned with the improving of living in the community. The pupil will have increasing contact with his natural and social environment. The whole community will serve as a laboratory for learning. The school will be a community of children within a larger social community, and its program will touch every phase of group experience- home life, government, industry, commerce, recreation, transportation, communication and organized social life. The school of the future will be a community school.⁶⁰

The writer recommends that teachers and pupils be encouraged to enrich the curriculum through the effective use of community resources. There can be no doubt that pupil growth will result. Knox County is rich in natural resources,, industrial resources and cultural resources that can be utilized to the fullest extent.

⁵⁹Anna B. Jones, "Some Experiences in Using Community Resources," Eighteenth Yearbook, 1939, Department of Elementary Principals, N.E.A., p. 408 ff.

⁶⁰Henry Harap, op. cit., p. 457.

Conclusion

The writer, in an attempt to interpret the various supervisory practices of Knox County elementary principals, has pointed out the excellencies and deficiencies which promote or retard their success. He believes that the continued enrichment of elementary education in Knox County depends upon trained principals who will undertake supervision seriously. Such continued enrichment is also dependent upon thorough cooperation from qualified teachers. Even though the administrative unit is too large and teaching loads are unevenly distributed, principals can and should find time to supervise.

They should acquaint themselves with the objectives of supervision in Knox County; they can and should budget their time so that they can visit teachers systematically and with purpose. The welfare of children is so vitally important that they should follow their visits with professional conferences. They can do this. By setting the pace, principals can and should encourage the professional advancement of their teachers while they serve. In-service improvement is facilitated in Knox County because of the near-by natural and cultural resources. The principals' encouragement of the use of these resources can have weight with the teachers. Principals can assist in reducing remedial activity in later grades by properly utilizing the standard intelligence and achievement tests furnished by the county and administered by the county supervisor. They can enrich the curriculum by demonstrating the proper use of the furnished course of study. They can help further in the establishment of a well-rounded curriculum by

improving playtime facilities. With administrative support, they can and should insist upon a fuller program of recreation under cooperative supervision by the members of their staffs.

When this survey was planned, Superintendent Brickey told the writer that supervision by elementary principals was one of the weakest points in the county's educational program. There is no doubt that the general program of supervision by the county superintendent and supervisors is in capable hands. The success of the elementary school program is largely dependent upon the principals as supervisors. Authorities have supported the statements that supervisory procedures can be improved. There is no better time to insist upon improvement than now.

CHAPTER V

SUGGESTIONS FOR FURTHER STUDY

The writer launched into the study of the supervising practices of Knox County elementary principals in the hope of learning practical solutions for his own problems. However, the reports of his fellow principals yielded a confirmation of his own problems rather than a solution of them. Preceding chapters have dealt with the analysis and interpretation of these problems along with certain recommendations. It is the purpose of this final chapter to suggest areas in which further study is advisable.

Three suggestions are made. They pertain to an educational philosophy for teachers, a code of ethics for teachers, and the in-service training of teachers resulting from near-by available resources.

The writer fears that achievement of pupils of Knox County elementary schools is lessened because the average teacher seems to have a limited or inadequate philosophy of education. The system as a whole has formulated no definite philosophy of education. Some student could make a worthy contribution by means of a comprehensive survey of the county. The survey would be designed to ascertain whether or not the activities of administrators and teachers are based on what may be considered a sound philosophy of education.

The results of such a survey should inspire one to devise and submit a plan by which professional groups could meet and formulate a workable philosophy of education for the entire system. Such a survey made in cooperation with the administration would make a voluble contri-

bution to the system.

The superintendent of schools has insisted upon the professional growth of teachers. Occasionally, principals and teachers are guilty of activity indecorous for teachers. It cannot be said that such activity is unethical because the teachers have no formal code of ethics. Some student could attack this problem with the purpose of developing and submitting a workable code of ethics for Knox County teachers, preferably through a series of meetings in which the school faculties formulate a code for themselves.

Reinoehl and Ayer support the importance of ethical codes in the following quotation:

Teaching is a profession in the making. High standards of character and culture are generally required. -- Conduct in all affairs must be above reproach. A teacher must give special attention to the requirements of professional ethical standards.

These requirements are usually set forth in teachers' codes of ethics. The state teachers association in at least two thirds of the states have developed and adopted such codes. They include broad general statements and specific rules of conduct. They represent group judgment as to what constitutes professional and unprofessional ideals and promotes the best relationships between teachers and others.

The general principles enjoin teachers to keep physically fit, to be worthy examples for their pupils, to bring no reproach upon themselves or their profession, to conform to local community standards of conduct, and in all professional relationships to contribute to harmony and efficiency.¹

The writer believes, therefore, that study with the purpose of devising and submitting to the teachers a code of ethics conforming to the above principles would be worthwhile.

The third suggestion for further research is concerned with the

¹Charles M. Reinoehl and Fred C. Ayer, Classroom Administration, and Pupil Adjustment, pp. 34, 35.

in-service training of teachers accomplished by the utilization of near-by available resources.

Knox County is in the midst of a section where natural, industrial and cultural aspects are developing rapidly. Knox County elementary teachers have excellent opportunities to strengthen their capacities as instructors by using these resources profusely. The results of a survey of this type could ascertain the extent to which teachers utilize these various resources. A resulting compilation of these various resources could be valuable for use by teachers in their work or for self-improvement while they work.

There are other problems; but the writer believes that valuable contributions could be made toward the enrichment of teaching in Knox County if special and purposeful study could be directed toward the particular problems which have been mentioned.

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A P P E N D I X

Brakebill Road
Knoxville, Tennessee
November 1, 1940

Miss Gussie Huffman
Knox County Elementary Supervisor
Knox County Court House
Knoxville, Tennessee

Dear Miss Huffman:

The accompanying list of tentative questions on problems of supervision of instruction by Knox County elementary principals is being submitted to you, Dr. Dawson and Superintendent Brickey. This list has been prepared as a result of the suggestions made at our recent conference in which the subject of my thesis was determined.

Each person who participated in the conference is requested to read the list carefully and to check those which appear to be appropriate for the questionnaire to be used in making the survey. If any question seems to be irrelevant or offensive, please indicate. If you believe that other questions should be added, please suggest them.

I shall call for your list within a few days.

Thank you.

Yours truly,

Mack P. Davis

MPD:MFD

DEPARTMENT OF PUBLIC INSTRUCTION
KNOX COUNTY
Knoxville, Tennessee

87

February 1, 1941

Dear Principal:

Since supervision has become a vital factor in the operation of our elementary schools, an attempt is being made to find out where we stand in the operation of our program.

As was announced recently, through the elementary branch of the University of Tennessee's College of Education, a study of supervision by principals in this county is being made. Consequently, a questionnaire wholly relevant to the subject of supervision has been prepared. The questions have been worded so as to take a minimum amount of your time in answering them. Your brief and frank answers will contribute much to this work.

It is highly probable that the statements received as a result of your thinking along this line will throw new light on your work as a principal and supervisor, and the exchange of ideas through this medium may be helpful to the entire program of elementary supervision in Knox County.

It is not necessary to sign your name to the questionnaire. A self-addressed, stamped envelope is enclosed for your convenience. In order to facilitate Miss Huffman's receiving these replies quickly, won't you please make a special effort to send your answers by return mail?

Thank you.

Yours truly,

L. H. Brickey
Superintendent of Schools

LHB:MPD

QUESTIONNAIRE

1. What is the total enrollment of your school for the 1940-1941 session? _____
2. How many teachers are under your supervision? _____
3. How many classes do you teach daily? _____ What total amount of time do you devote to daily classroom teaching? _____
4. How much of the school day do you ordinarily devote to teacher observation for the purpose of supervision? _____
5. As a principal, do you feel that clerical work overburdens you to the point that your teaching and supervision are neglected? ____ If so, what plan would you suggest to relieve the situation? _____
6. What provision do you make for your classes when supervising other teachers, or attending to other school matters? _____
7. What is your most difficult problem in supervision? _____
8. For any subject, list the important features for which you as principal and supervisor, would search during classroom visits. _____
9. In your staff meetings, is most of the time spent in discussing problems of discipline, or curricular problems? _____
10. Do you believe in so-called freedom, a classroom entirely dominated by the teacher, or one in which joint planning and responsibility play a great part? (Underscore)
11. Ordinarily, do you find beginning teachers equipped with sufficient training to deserve election to such a position? ____ If not, what would you recommend in such a situation? _____
12. To whom do your primary and upper grade teachers go for most of their professional advice, the principal or county supervisor? _____
13. Do you believe that the teachers have confidence in the advice you give them concerning instruction procedure? ____ If not, why? _____
14. Do you always previously notify a teacher when you plan to visit her room for observation? ____ If not, why? _____
15. Do you follow up your visit with a conference for the purpose of giving constructive or adverse criticism? Never; sometimes; usually; always. (underscore)

16. Would you approve of the administrative policy which forbids supervisors to visit a classroom except at the formal request of the teacher?
Explain. _____

17. What procedures do you use in creating greater interest on the part of the teachers in the improvement of instruction? _____

18. Do you and your teachers analyze instructional merits and defects in an attempt to gradually improve deficient attitudes and procedures?

19. Under your present time allotment for observation, do you feel that you are able to keep yourself sufficiently posted concerning the work of your teachers? _____

20. Which item requires more of your attention, teachers' questions regarding content of courses, teaching procedure problems or problems in discipline? (underscore)

21. Do you suggest proved plans of good teaching procedure to your teachers? _____

22. Do you tactfully advise teachers to use good ideas which you have received by observing outstanding work done by one of the teachers on your staff? _____

23. Do you find it difficult to approach your teachers regarding the change of inferior instruction procedure? _____

24. It has probably been necessary for you to discuss some of your problems in supervision with the county supervisor. Will you please mention some of these problems? _____

25. Make suggestions as to how a principal can properly supervise a school in which more than half the time is taken up with classroom teaching. _____

26. Do you follow the policy of commending the teachers who are improving and who have been of exceptional service to your school program? _____
 Personally or publicly? _____

27. Indicate by underlining: your teachers wholeheartedly; half heartedly; enter into the part of the curriculum formerly known as outside activity, such as plays, exhibits, special projects and the like.

28. Have you teachers who become tyrannical and impatient in the classroom? _____ If, so how did you go about correcting this problem? _____

29. Mention some of the most undesirable traits possessed by members of your staff. (Do not mention names.) _____

30. Do you believe that such attitudes as jealousy, dislike, self-satisfaction, social standing, and differences in education among the members of your staff, considerably hamper teaching efficiency in your particular school? ____ If so, what would you suggest as a remedy?
31. Do you have teachers who insist upon teaching when they are physically unfit? ____ If so, what do you suggest to relieve this situation?
32. Is it difficult for you to establish cordial, mutually helpful relationships among teachers, officials and community agencies? ____ If so, mention some difficulties. _____
33. To your own satisfaction, do you criticize our present course of study and add to it, and disregard items you judge inferior; or, do you accept and teach exactly as it directs? _____
34. Does your school possess professional literature, available for the teachers' use for the purpose of attitude and teaching technique? Mention some of the books and magazines.
35. To what extent do the teachers use this professional literature?
36. To what degree do your teachers participate in utilizing material from the school and county circulating library: one hundred per cent; fair; poor?
37. Do you, whenever possible, assist and encourage your teachers in using all available community resources in their teaching? _____ Name available resources used. _____
38. What have you done in the way of remedial work as a result of the standardized intelligence and achievement tests? _____
39. Have you and your teachers worked out a playground schedule? ____ Is it posted? ____
40. What degree of cooperation do your teachers give in supervised play during recess: one hundred per cent; fair poor; very poor? (under-score)

RESPONSES TO QUESTIONS ONE, TWO, THREE AND FOUR

Case	One	Two	Three	Four
1	114	2	27 6½ hours	Very little
2	120	3	12 40 min.	None
3	469	12	3 3 hours	30 minutes
4	150	3	10 6 hours	None
5	178	4	6 5 hours	30 minutes
6	90	2	15 6 hours	None
7	78	1	8 4-1/6 "	None
8	614	19	- -----	Three hours
9	200	4	14 5 hours	Ten minutes
10	79	2	21 6 hours	None
11	120	3	12 6½ hours	Very little
12	71	2	18 6 hours	None
13	134	3	7 85%	Very little
14	250	8	4 3 hours	One hour
15	413	12	2 2 hours	Two hours
16	66	1	27 6 hours	None
17	240	5	8 6 hours	Twenty minutes
18	327	8	4 3½ hours	One hour
19	224	6	5 4 hours	Very little
20	327	11	3 2 hours	40 minutes
21	137	2	- -----	Twenty minutes
22	220	5	12 6 hours	None
23	494	13	2 2 hours	2½ hours
24	333	8	3 4 hours	One hour
25	357	9	3 3 hours	Two hours
26	48	1	28 6 hours	Ten minutes
27	120	2	15 6 hours	Ten minutes
28	82	2	17 6 hours	Occasionally
29	140	3	All 6 hours	None
30	189	4	10 6½ hours	Thirty minutes
31	45	1	25 6 hours	Daily
32	48	1	28 7 hours	Fifteen minutes
33	69	1	21 95%	Five percent
34	95	2	24 5½ hours	Thirty minutes
35	282	6	5 4½ hours	Thirty minutes
36	36	1	24 6 hours	None
37	360	12	3 3 hours	1½ hour
38	21	None	6 All	-----
39	61	1	27 6 hours	None
40	117	2	6,7,8 All	Very little
41	400	12	3 3-3/4 "	45 minutes
42	59	1	20 6 hours	None
43	230	6	7,8 All	Fifteen minutes
44	---	-	- -----	-----
45	274	7	8 5½ hours	Perhaps 20 minutes

RESPONSES TO QUESTION FIVE

Case	A	B
1	---	I would if I did it at school; I do mine at home.
2	Yes	-----
3	No	I have office girl furnished by N.Y.A.
4	---	No clerk
5	Yes	An additional teacher would give more time for supervision
6	No	-----
7	No	-----
8	No	-----
9	Yes	Some plan whereby I can feel free to stay away from class
10	---	-----
11	Yes	Consolidation of small schools to give principal more time
12	No	-----
13	No	-----
14	No	-----
15	Yes	For my school, I suggest a clerk.
16	No	-----
17	Yes	Require teachers to assist with reports and clerical work
18	No	-----
19	Yes	Half time teacher
20	No	-----
21	No	-----
22	No	-----
23	Yes	The county furnish a clerk as they do for High Schools
24	No	-----
25	Yes	In my situation, a clerk is necessary
26	No	-----
27	Yes	-----
28	Yes	I can see no relief and keep the standard of instruction
29	Yes	Lessen teaching load of principal. One grade is enough.
30	Yes	Principal should have 2 hrs for supervision & office work
31	No	-----
32	No	-----
33	No	-----
34	---	-----
35	Yes	More teachers
36	No	-----
37	Yes	Efficient teachers in every room and for every class
38	No	-----
39	No	-----
40	No	-----
41	Yes	Clerks (Why difference in High Schools?)
42	No	-----
43	No	-----
44	---	-----
45	Yes	-----

RESPONSES TO QUESTION SIX

Case	Six
1	Have each person keep note book so each will have plenty to do
2	Written work or reading
3	All is done between classes
4	No time for supervision
5	I arrange for most of my work after my classes are over.
6	Plan study period with some child in charge to report behavior
7	I can and do rely on pupils' self honor.
8	-----
9	Walk out after asking them to remain orderly
10	Give written work
11	They are left doing some lesson
12	Make definite assignments
13	Leave them on their own with assignments
14	When necessary they stay in group room and work on assignments
15	-----
16	No time for supervision
17	Pupils are left on honor to study what has been planned for them
18	I do not do any supervising during my regular classes.
19	Written work
20	My classes are so scheduled that other teachers relieve for me.
21	Study period.
22	Assign definite work
23	None. Do not supervise then
24	Plan work well
25	At time I teach, a teacher is free who will teach for me.
26	Study period
27	Give them work to do
28	Make special assignments
29	In our building one teacher can easily care for two rooms.
30	I give them seat work or study.
31	Honor of students
32	Study period
33	Seat work
34	Study period
35	When I haven't a free period, I leave them.
36	-----
37	I change periods with my classes.
38	Spend time with classes; attend to other matters later
39	-----
40	I have seat work for them.
41	Music arranged so teachers can see after group when I am absent
42	Do no supervising. Teaching all day
43	Leave work to be done.
44	-----
45	Assign written work or special oral topics to be related

RESPONSES TO QUESTION SEVEN

Case	Seven
1	-----
2	No time
3	Lack of knowledge and experience in the proper methods
4	-----
5	Getting the cooperation of the teacher
6	Finding time to supervise
7	Time wasted on teacher with "deaf ears" to helpful criticism
8	Teachers set in ways who don't want to change to modern methods
9	Time to do it
10	-----
11	Finding time; principals of small schools are always busy
12	Time for supervision
13	Having slow pupils given special attention
14	Getting teacher to see that good teaching required preparation
15	Outside interruptions; telephone, visitors, office routine, etc.
16	Lack of time
17	Time available to visit for observation
18	-----
19	Convincing teachers of the importance of discipline
20	Making arrangement for some one to care for office during absence
21	Time; what to look for in good teaching
22	None
23	Time
24	Time; finding the objective of some classes
25	The conference afterwards
26	Time
27	Time
28	Methods of discipline carried over from the past era
29	Lack of time; to get pupils to realize the importance of facts
30	Getting teachers to realize they don't operate an independent unit
31	At present to get teacher in trend of new ideals
32	Lack of time
33	-----
34	Time
35	Teachers are not natural. I teach myself during best hours.
36	Time
37	"Ease" on part of all
38	Discipline
39	-----
40	Time for observation
41	To be certain my procedure is better than that already employed
42	-----
43	-----
44	-----
45	Assisting teacher to help the backward, slow pupils

RESPONSES TO QUESTION EIGHT

Case Eight

- 1 Individual instruction; pupil participation; responsibility
 - 2 Presentation of subject; lesson plan; type of questions
 - 3 Pupil participation; industry; interest; teacher preparation
 - 4 -----
 - 5 Plan the teacher is using; attitude and response of the pupils
 - 6 Response of all students; presentation by teacher; results
 - 7 Initiative of teacher and pupil response to stimuli
 - 8 Teacher preparation; participation; evidences of stimulating thought
 - 9 Preparation on part of teacher and discipline
 - 10 Attention; courtesy
 - 11 -----
 - 12 Interest of pupils, teacher preparation and materials at hand
 - 13 Accuracy and ability to do the fundamental work thoroughly
 - 14 Teacher-pupil activity, skills, materials, responsive results
 - 15 Teacher familiar with lesson; fundamental drill; participation
 - 16 Teacher proficiency, pupil inattention
 - 17 Preparation; methods; earnestness; technique; pupil response
 - 18 Teacher preparation, teacher-pupil participation; pupil response
 - 19 I think of the English used, perhaps too much.
 - 20 Attitudes and activities of children in group toward work at hand
 - 21 Reading; comprehension
 - 22 Interest; teacher-child responsibility; child's own effort
 - 23 Preparation; pupil-teacher relationship; environment; methods
 - 24 Attitude; object; approach; thoroughness of preparation; finish
 - 25 Presentation on part of the teacher and response of the class
 - 26 Methods of instruction
 - 27 Discipline; interest of class; planned lesson; results of tests
 - 28 Teaching methods and presentation of subject matter
 - 29 Try to find whether or not the teacher and pupil are definite
 - 30 -----
 - 31 Methods; reaction; definite knowledge; range of pupils as to I.Q.
 - 32 Teaching ability
 - 33 Approach; general procedure and response of the pupils
 - 34 Reading
 - 35 Organization; preparation; attention; attitude toward work
 - 36 -----
 - 37 Arithmetic: Knowledge of fractions; step labeling
 - 38 I don't make classroom visits as I am the only teacher
 - 39 Discipline; interest of pupils; procedure; type of lesson
 - 40 Interest; teacher's knowledge of subject and procedure
 - 41 Number of sleeping pupils, subjects studied; pupil participation
 - 42 -----
 - 43 Children's interest
 - 44 -----
 - 45 Teacher-pupil interest in subjects or lessons
-

RESPONSES TO QUESTION NINE

Case	A	B
1	Some of both, professional growth	Once each week
2	Curricular problems, not discipline	Monthly or oftener
3	Discipline is rarely discussed	Once a week
4	Both	2 or 3 a month
5	Discipline	Twice a month
6	Discipline	Once each week
7	Perhaps more of discipline	-----
8	About equally divided	Once a week
9	Discipline	Twice monthly
10	Discipline	Once or twice a month
11	A combination of the two	Once each week
12	Both	Twice monthly
13	Curricular problems	Twice monthly
14	About the same time for each	Twice each month
15	Both	Twice each month
16	Curricular problems	At least twice a month
17	Attempt to equalize discussion	Once each week
18	Curricular problems	Once each week
19	Discipline	Twice a month
20	Curricular problems and methods	As necessity demands
21	Both	Each week
22	Both	Twice each month
23	Most curricular problems	About four a month
24	Discipline and how to raise funds	One a month
25	Generalities,	Once a week
26	Curricular problems	Weekly
27	Curricular	Once a week
28	Discipline	Every 2 or 3 weeks
29	Very little discipline, more supervision	Twice each month
30	Both, but more curricular	Once each week
31	Curricular problems	Informal, daily
32	-----	Every two weeks
33	Both	Once or twice a week
34	Both	Daily
35	Curricular, some discipline	Usually once a week
36	-----	-----
37	Both	Every week
38	-----	-----
39	Discipline, probably	Three times weekly
40	Curricular problems	At least twice a month
41	I should imagine about half and half	No set time; use bulletin
42	Discipline, first, curriculum second	Once a week
43	Discipline	-----
44	-----	-----
45	Both very much	Average two a week

RESPONSES TO QUESTION TEN

Case	Ten			
1	Joint planning and responsibility			
2	"	"	"	"
3	"	"	"	"
4	"	"	"	"
5	"	"	"	"
6	"	"	"	"
7	"	"	"	"
8	"	"	"	"
9	"	"	"	"
10	"	"	"	"
11	-----			
12	Joint planning and responsibility			
13	"	"	"	"
14	"	"	"	"
15	"	"	"	"
16	"	"	"	"
17	"	"	"	"
18	"	"	"	"
19	Dominated by the teacher			
20	Joint planning and responsibility			
21	"	"	"	"
22	"	"	"	"
23	"	"	"	"
24	"	"	"	"
25	"	"	"	"
26	"	"	"	"
27	"	"	"	"
28	"	"	"	"
29	"	"	"	"
30	"	"	"	"
31	"	"	"	"
32	"	"	"	"
33	"	"	"	"
34	"	"	"	"
35	"	"	"	"
36	"	"	"	"
37	"	"	"	"
38	"	"	"	"
39	"	"	"	"
40	"	"	"	"
41	"	"	"	"
42	"	"	"	"
43	"	"	"	"
44	-----			
45	Joint planning and responsibility			

RESPONSES TO QUESTION ELEVEN

Case	Eleven
1	--- Place all beginning teachers in third and fourth grade
2	No Employ on trial for one year
3	No Close supervision by principal and supervisor
4	Yes -----
5	Yes -----
6	No If failure, drop from teaching staff
7	Yes -----
8	--- Employ teachers with high record and teaching ability
9	No Reduce turnover
10	No Experience as teacher first
11	No Give more training in situations instead of idealisms
12	Yes -----
13	Yes But practice teaching would help
14	No Should have practice teaching and teach only that
15	Usually
16	--- In many cases there is lack of knowledge
17	No All beginning teachers should have practice teaching
18	No Practice teaching
19	Yes -----
20	No Practice teaching closely supervised as a prerequisite
21	No Practice teaching
22	Yes -----
23	No Require practice teaching
24	No Teacher training required for certificates
25	No Actual teaching as a prerequisite and less theory
26	Yes -----
27	No More practice teaching
28	Yes Most beginning teachers are well equipped but need help
29	--- I've never had a beginning teacher.
30	Yes Most beginning teachers are open minded and willing.
31	--- Have had no experience with beginning teachers
32	--- -----
33	--- Practice teaching
34	Yes -----
35	No A few weeks observation with the supervisor would help
36	--- -----
37	--- Teachers should be fitted by nature and training
38	Yes -----
39	Yes -----
40	--- -----
41	--- If a teacher is interested, she will make a go of it.
42	Yes -----
43	--- -----
44	Yes -----
45	Yes -----

RESPONSES TO QUESTIONS
TWELVE AND THIRTEEN

Case	Twelve	Thirteen
1	Principal	Yes
2	Principal	Yes
3	County supervisor	Yes
4	No time for supervision	---
5	Supervisor	Yes
6	Supervisor	Yes
7	Both	Yes, unless in a rut
8	Both	Yes, most
9	Principal	Yes
10	County supervisor	Yes
11	County supervisor	Yes
12	County supervisor	Yes
13	Don't know	Yes
14	Principal and supervisor	Yes
15	Principal and supervisor	Yes
16	County supervisor	Yes
17	Principal (discipline)	Yes
18	Both	Yes, accept my advice
19	Both	Yes
20	Both	Yes
21	Both	Some do, some don't
22	Both	Yes
23	Principal	Yes
24	Fifty-fifty	Yes
25	Supervisor	Yes
26	Both	Yes
27	Principal	Yes, then try it
28	Supervisor	No, I know so little
29	Both	Yes
30	Both, supervisor more	Yes, usually
31	Both	Yes
32	Principal	Yes
33	Both	Yes
34	Both	Yes
35	Both	Yes
36	Supervisor	Yes
37	Both, mostly supervisor	Yes
38	County supervisor	---
39	County supervisor	---
40	Both	Yes
41	Supervisor, I understand	They question it.
42	Principal	Yes
43	Supervisor	Yes
44	-----	---
45	Both	Yes

RESPONSES TO QUESTION FOURTEEN

Case	Fourteen
1	No, I want to see a natural setting.
2	No Unusual preparation
3	No, I want to see a natural setting
4	No time for supervision
5	No, I want to see a natural setting
6	No, Work will be a good sample of daily work
7	No, I want them to be natural
8	No, Don't want to see unusual work
9	Yes
10	No
11	No, I want to see a natural situation.
12	No, I haven't time for supervision
13	No
14	Yes
15	No, It isn't necessary. Teachers are not resentful
16	No To better determine general procedure
17	Yes, when possible
18	No, I want to see ordinary work
19	No, I don't want them to prepare for me.
20	No By mutual agreement, we like it better.
21	No
22	No Self consciousness, unusual situation
23	No, I want to see an average group.
24	No, I want to find natural conditions
25	No. The teacher is not nervous. Better work
26	No
27	No
28	No. I go on invitation
29	No, I visit each room every day.
30	No, I wouldn't find a normal situation.
31	No. We are not players on a stage.
32	Yes
33	No. She might prepare especially.
34	No To note actual work
35	No. This is a check on preparedness
36	-- -----
37	No Observe them in regular work
38	-- -----
39	-- -----
40	Yes
41	No, I don't always know when I can visit.
42	No, I don't know when I can go.
43	No
44	-- -----
45	No, I just like to see what is going on

RESPONSES TO QUESTIONS
FIFTEEN AND SIXTEEN

Case	Fifteen	Sixteen
1	Construction	No Those needing help never ask
2	Usually	No
3	Usually	No Inefficient do not want supervision
4	-----	-----
5	Usually	No Some would never invite
6	Always	No
7	Sometimes	No Should be welcome any time
8	Usually	No So that no stage will be set
9	Usually	No
10	Never	No
11	Usually	No Teacher should be alert
12	Sometimes	No Too much unnaturalness
13	See 17	No I don't want to know myself
14	Always	No
15	Usually	No
16	Sometimes	No Special provisions
17	Usually	No Some teachers would never invite
18	Usually	No Those needing it most never ask
19	Sometimes	No Work should be checked on
20	Usually	No
21	Usually	No
22	-----	No
23	Usually	No Supervisor sees the average
24	Usually	No We need conscientious teachers.
25	Always	No Beginners don't recognize weakness
26	Sometimes	No
27	Usually	No
28	Sometimes	Yes If teacher requests it
29	-----	No Occasional visits are helpful.
30	Usually	No One would only observe better work
31	Always	No
32	Sometimes	Yes Better feeling
33	Sometimes	No Should be free to visit any time
34	Usually	No Couldn't note means of improvement
35	Usually	No They should be alert
36	-----	-----
37	Sometimes	No Some never request a visit.
38	-----	No Should come any time
39	Never	No
40	Usually	No
41	Usually	No
42	Usually	No
43	Usually	No
44	-----	-----
45	Always	No I think the supervisor's helpful

RESPONSES TO QUESTION SEVENTEEN

Case	Seventeen
1	Create interest in profession, particularly achievement tests
2	Rating, classification, future generations
3	Encourage use of available materials. Keep up with methods.
4	-----
5	Raising the standards of the school
6	Use of all tests. We discuss courses offered to improve work.
7	Point out good and bad methods of pedagogy.
8	Have them lead the discussions in faculty meetings
9	Give projects to carry out or material to work with
10	By example
11	Point out weak points and ways in which to help the students
12	Praise, show my interest
13	By tactfully pointing out where their pupils are deficient
14	Giving helpful advice in planning work
15	Good cooperation. Each teacher knows his job and does it.
16	-----
17	Helpful suggestions, professional literature, school attendance
18	Higher standard for the school, recognition for improvement
19	Competition with other schools, compliment them
20	Faculty meeting discussions led by volunteer speakers
21	-----
22	Successful experiments
23	Suggest and tell what other teachers are doing
24	-----
25	Teachers exchange ideas by discussing successful plans
26	Advice tactfully given
27	-----
28	Complimentary tactics with suggestions
29	Try to be a leader myself and say "Let us" instead of "You do".
30	Try to give school teachers a better rating
31	Show results
32	-----
33	Cooperation
34	Suggestions
35	Encouragement, interest in what is done well
36	-----
37	The graph from mental tests
38	-----
39	Discuss school problems
40	My teachers are very interested in improvement of instruction
41	Little or nothing, advise teachers rating is based on teaching
42	Watch, check results and improvement, if any
43	Personal discussion after visits to classroom
44	-----
45	Use of good teaching methods from periodicals on school work

RESPONSES TO QUESTIONS
EIGHTEEN, NINETEEN AND TWENTY

Case	Eighteen	Nineteen	Twenty
1	Yes	No	Teaching procedure problems
2	Yes	No	Teaching procedure problems
3	Yes	No	Problems in discipline
4	---	--	Problems in discipline
5	Yes	No	Problems in discipline
6	Yes	No	Problems in discipline
7	Yes	No	Problems in discipline
8	Yes	Yes	Both procedures
9	Yes	No	Problems in discipline
10	Yes	No	Content of courses
11	Yes	No	Teaching procedure problems
12	Yes	No	Problems in discipline
13	Yes	No	Teaching procedure problems
14	Yes	No	Both
15	Yes	Fair	Procedure and discipline
16	Yes	No	Teaching procedure problems
17	Yes	No	Problems in discipline
18	Yes	Yes	Teaching procedure problems
19	Not often	No	Problems in discipline
20	Yes	Yes	Content of courses
21	Try to	No	Teaching procedure problems
22	Yes	Yes	All the same
23	Yes	No	Content and discipline
24	Some	No	Problems in discipline
25	Yes	No	Problems in discipline
26	Yes	Yes	Content and procedure
27	Yes	No	Teaching procedure problems
28	Yes	No	Problems in discipline
29	Yes	Yes & No	-----
30	Some	No	Content and discipline
31	Yes	No	Problems in discipline
32	Some	No	-----
33	Yes	No	Problems in discipline
34	Yes	No	Problems in discipline
35	Yes	No	Teaching procedure problems
36	Yes	No	Procedure and discipline
37	Yes	Fair	Problems in discipline
38	---	--	Problems in discipline
39	No	Yes	Discipline
40	Yes	No	Procedure and discipline
41	Oh! Definitely!	No	Problems in discipline
42	Yes	No	Teaching procedure problems
43	Yes	No	Problems in discipline
44	---	--	-----
45	Yes	No	Procedure and discipline

RESPONSES TO QUESTIONS
 TWENTY-ONE, TWENTY-TWO AND TWENTY-THREE

Case	Twenty-one	Twenty-two	Twenty-three
1	Try to always	Try to always	Not usually
2	Yes	Yes	Yes and No
3	Yes	Yes	Yes
4	---	---	---
5	Yes	Yes	Yes
6	Yes	Yes	Yes
7	No	Yes	No
8	Yes	Sometimes	With certain teachers
9	Yes	Yes	Yes
10	Yes	Yes	Yes
11	Yes	Sometimes	No
12	No	Yes	No
13	Yes	No	No
14	Yes	Yes	Yes
15	Yes	Yes	No
16	Yes	---	No
17	Yes	Yes	No
18	Yes	Yes	No
19	No	Yes	At times
20	Yes	Yes	Not very
21	Yes	---	Yes
22	Yes	Yes	No
23	Yes	Yes	Yes, to some extent
24	No	---	Yes
25	Yes	Yes	Yes
26	Yes	Yes	No
27	Yes	Yes	No
28	Yes	Yes	Yes
29	---	Yes	No
30	Yes	Yes	Yes
31	Yes	Yes	No
32	---	---	---
33	Occasionally	Yes	No
34	Yes	Yes	No
35	Yes	Yes	No
36	---	---	---
37	---	Yes	Yes
38	---	---	---
39	No	---	Yes
40	Yes	Yes	No
41	Yes	I hope so	Yes
42	Yes	Yes	No
43	Yes	Yes	No
44	---	---	---
45	Yes	Yes	No

RESPONSES TO QUESTION TWENTY-FOUR

Case	Twenty-four
1	Evidences of good housekeeping
2	Occasional resentment on the part of the teacher
3	Teacher's lack of interest
4	-----
5	Supplementary material; split grouping
6	-----
7	Cooperation needs; standards to be met
8	Discipline and methods of teaching
9	-----
10	Problems of discipline
11	-----
12	Interest capability and discipline
13	-----
14	Teacher's disregard of course of study
15	4th grade general instruction; upper grade music
16	Laxity in classroom discipline because of teacher
17	-----
18	Helping teachers to put their work over
19	Discipline of first grade pupils
20	That of an elderly teacher who will not retire
21	Discipline; music; seat work
22	-----
23	Teachers' methods
24	Poor discipline; lack of preparation
25	Schedules; materials for slow groups
26	-----
27	-----
28	-----
29	Teachers' carelessness with school property
30	-----
31	Have attempted to carry burden but should not have
32	-----
33	-----
34	None
35	Beginning third grade teacher; lack of work by some
36	-----
37	-----
38	Methods of teaching; kinds of books to use
39	Don't supervise classwork
40	-----
41	Schedule making; classification of certain pupils
42	-----
43	Beginning teachers
44	-----
45	Inability of a teacher to discipline pupils

RESPONSES TO QUESTION TWENTY-FIVE

Case	Twenty-five
1	Learn aims of teacher then visit to see if these are accomplished
2	During a study or a work period if the class understands the work
3	The principal gains a better knowledge of approved methods
4	-----
5	Regular visits to the classroom; talking problems over with teacher
6	Any teacher could supervise properly if given part of each day
7	Have some excuse for passing through at any time during classwork
8	-----
9	In this size school, one needs only one fourth for supervision
10	By working overtime himself
11	-----
12	Study of techniques; working out problems by visitation
13	Children are interested in any work given them by the principal
14	By knowing work supervisor wants done; discussing with faculty
15	You can control discipline and that is about all.
16	Sometimes by making tests to be given to pupils and checking
17	-----
18	-----
19	-----
20	It can't be done in my particular school.
21	I just visit in spare time; not very good, but the best I can do.
22	-----
23	A principal cannot properly supervise and teach half time.
24	I should welcome such ideas myself.
25	Check with teacher before hand on course of study and materials.
26	-----
27	-----
28	No time allowed
29	Devote the other half to planning, yearly, monthly, weekly.
30	I can leave my pupils working for thirty minutes without trouble.
31	Give most time to teacher needing help; hunt for new ideas.
32	-----
33	I do not know.
34	Very difficult
35	Cannot be done well because principal teaches best part of day.
36	-----
37	Visit with those who need it most
38	-----
39	I believe a third of time for supervision would be enough.
40	-----
41	Properly? I don't know.
42	Alternate work and study periods to have time for supervision
43	If more than 3/4 of time is taken there are no suggestions.
44	-----
45	This is very hard to do. I doubt if it can be done properly.

RESPONSES TO QUESTIONS
TWENTY-SIX AND TWENTY-SEVEN

Case	Twenty-six	Twenty-seven
1	Yes, some of both	Half heartedly
2	Yes, both	Wholeheartedly
3	Yes, personally	Wholeheartedly
4	-----	Wholeheartedly
5	Yes, personally	Wholeheartedly
6	Yes, both	Half heartedly
7	Yes	Half heartedly
8	Yes, both	Wholeheartedly
9	Yes, both	Half heartedly
10	Yes, personally	Wholeheartedly
11	Yes	Wholeheartedly
12	Yes, both	Wholeheartedly
13	Yes, both	Wholeheartedly
14	Yes, both	Wholeheartedly
15	Yes, personally	Wholeheartedly
16	Yes, personally	Wholeheartedly
17	Yes, personally	Wholeheartedly
18	Yes, both	Wholeheartedly
19	Yes, personally	Half heartedly
20	Yes, both	Wholeheartedly
21	Yes, personally	Half heartedly
22	Yes, both	Wholeheartedly
23	Yes, personally	Wholeheartedly
24	Yes, personally	Half heartedly
25	Yes, both	75%
26	Yes, both	Wholeheartedly
27	Yes, both	Wholeheartedly
28	Yes, personally	Wholeheartedly
29	Yes, both	75%
30	Yes, personally	Half heartedly
31	Yes, personally	Wholeheartedly
32	Personally	Wholeheartedly
33	Yes	Wholeheartedly
34	Yes, both	Wholeheartedly
35	Yes, both	Wholeheartedly
36	-----	-----
37	Yes, both	Wholeheartedly
38	-----	-----
39	Yes, both	Wholeheartedly
40	Yes	Wholeheartedly
41	Yes, personally	Wholeheartedly
42	Yes, both	Half heartedly
43	Yes, publicly	Wholeheartedly
44	-----	-----
45	Yes, personally	Half heartedly

RESPONSES TO QUESTION TWENTY-EIGHT

Case	Twenty-eight
1	No
2	No, quite patient
3	No
4	--
5	Yes. By using her discipline problems as examples
6	Yes. By stressing child psychology
7	No. Our time is allotted to teach each subject.
8	No
9	No
10	No
11	Yes. By suggesting ways to solve their problems
12	Yes. Do your part well and be satisfied with results.
13	No
14	No
15	Yes. If a person can't control, he fails with others.
16	No
17	Yes. Try to reason with her in conference.
18	No
19	Yes. Let them leave the room and rest.
20	Yes. Have not been able to do it. Supervisor had helped
21	-----
22	No
23	No
24	-----
25	No. Tried to persuade them to see the pupil's side.
26	No
27	Yes
28	No
29	Very seldom happens
30	No, not often
31	No
32	-----
33	No
34	No
35	Not usually. Mine are not tyrannical enough.
36	No
37	A few. I urge the use of patience.
38	-----
39	I don't think so.
40	No
41	Yes, occasionally. It is not definitely corrected.
42	No
43	Yes. Conference with the administration
44	-----
45	Nervousness and ill temper

RESPONSES TO QUESTION TWENTY-NINE

Case	Twenty-nine
1	Never have time; later than seven forty-five
2	Do only required work; never wants any added activity
3	Selfishness, lack of concern; failure to accept responsibility
4	-----
5	Crying before the class, not speaking to the other teachers
6	Dictatorial; clannishness, shifting of responsibility
7	Insubordination; Lack of cooperation; "laissez faire" attitude
8	Lack of preparation, loyalty, failure to assume responsibility
9	Failure to assume responsibility, particularly at recess
10	-----
11	Grumbling, lack of cooperation, uncontrollable temper
12	Talking before thinking, non-preparation
13	Jealousy and conceit on the part of one teacher
14	Lack of planning, irritability, impatience
15	Irritability, impatience, lack of pupil understanding
16	-----
17	Bad health, unreasonable temper, constant complaining
18	Lack of initiative
19	Loud talking, nervousness
20	Coming to school when physically unable
21	Self-satisfaction, slovenly work
22	-----
23	Gossip
24	Indifference
25	Failure to understand pupils' domestic conditions
26	-----
27	-----
28	Methods of discipline and playground supervision
29	Irregularity in arriving
30	Feeling that play period is rest period; resenting suggestions
31	Failure to follow instructions; bringing domestic problems
32	Lack of control (discipline)
33	No
34	None
35	Poor discipline, responsibility shifting, working just enough
36	-----
37	Lack of understanding the child
38	-----
39	Inferiority complex
40	-----
41	Impatience of both principal and teachers
42	Criticism of schools being in politics
43	Lazy teachers
44	-----
45	No

RESPONSES TO QUESTIONS
THIRTY, THIRTY-ONE AND THIRTY-TWO

Case-Thirty		Thirty-one	Thirty-two
1	No	Yes, sick leave	No
2	No	Yes, sick leave with pay	No
3	No	No, administration's responsibility	Yes
4	No	No	No
5	Yes	No	Yes
6	Yes	Yes, a leave with pay	No
7	Probably so	No	No
8	---	---	No
9	No	---	No
10	No	No	No
11	No	No, teacher should go home	No
12	No	No	No
13	No	No	No
14	No	No, sick leave with pay	Yes
15	No	Yes, leave with pay	No
16	No	No	No
17	No	Yes, sick leave with pay	Yes
18	No	No	No
19	Yes	Follow principal's advice	No
20	No	Yes, should be a forced leave	No
21	No	No	No
22	No	No	No
23	No	Yes, three-day sick leave	No
24	No	Sick leave	Yes
25	No	No	No
26	No	No	No
27	No	No	No
28	No	No	Yes
29	No	No	No
30	No	No, teachers should be dropped from staff	No
31	Yes	Yes, send them home	No
32	---	---	No
33	No	No	No
34	No	No	No
35	No	No	No
36	No	No	No
37	---	No	No
38	---	---	---
39	No	No	No
40	Yes	No	No
41	No	Yes, I tell them to see a doctor.	Yes
42	No	No	No
43	No	Yes, action by the board of education	
44	---	---	---
45	No	Yes, suggest that they rest	No

RESPONSES TO QUESTION THIRTY-THREE

Case	Thirty-three
1	Critize and add to
2	I mend where I see fit, no course fits all
3	We follow the course of study as nearly as possible
4	-----
5	Accept and teach
6	A few changes, generally accept as is
7	Deviate quite a bit to enrich
8	-----
9	Alter some but carry out principal part
10	-----
11	Change when adverse situation arises
12	Follow it closely but add some
13	Accept and teach as directed as far as possible
14	All except zoning has been satisfactory
15	Teach to fit the pupil needs of community
16	Try in a general way to follow course of study
17	Critize, add to, disregard inferior items
18	Change to suit pupil needs
19	Practically, some changes
20	Critize and add to, confer with supervisor
21	Follow course of study (Think it is good)
22	Accept and develop by broadening course
23	Criticize and add to it
24	Criticize and add to it
25	Add to it
26	Yes, add to and disregard inferior items
27	Yes, add to and disregard inferior items
28	Add to and disregard inferior items
29	Follow and add to it
30	Like present course and teach it
31	Accept what is given and add to it
32	Disregard items I judge inferior
33	Try to teach as course of study directs
34	Add to it and disregard inferior items
35	Teach everything suggested and add to it
36	Try to carry out course of study
37	Try to follow in a general way
38	Try to teach as it directs
39	Teach as it directs
40	Criticize, but most of it is good
41	Try to be guided by the course of study
42	Accept and teach it as far as I can
43	Teach the course of study as it is
44	-----
45	Try to teach exactly as it directs

RESPONSES TO QUESTION THIRTY-FOUR

Case	Thirty-four
1	Yes <u>Childhood Education</u> , <u>Grade Teacher</u> , <u>Parents</u> , <u>N.E.A. Journal</u>
2	No
3	Yes <u>Grade Teacher</u> , <u>Junior Arts</u> , <u>Instructor</u> , <u>Elementary Principal</u>
4	No
5	No
6	Yes <u>Instructor</u> , <u>Grade Teacher</u>
7	Yes <u>Normal Instructor</u> , <u>Tennessee Teacher</u> , <u>pamphlets</u>
8	Yes <u>Classroom Teacher</u> , <u>Child Craft</u> , <u>Tennessee Teacher</u> ,
9	Yes <u>Tennessee Teacher</u> , <u>Grade Teacher</u>
10	No
11	No
12	Yes <u>Grade Teacher</u> , <u>Tennessee Teacher</u> , <u>Instructor</u>
13	Yes <u>Current Events</u> , <u>Current English</u> , <u>How to Teach History</u>
14	Yes <u>Classroom Teacher</u>
15	Yes <u>N.E.A. Journal</u> , <u>Grade Teacher</u> , <u>Tennessee Teacher</u> , <u>Instructor</u>
16	No
17	Yes <u>Instructor</u> , <u>Education Method</u> , <u>Supervision</u>
18	Yes <u>Changing Curriculum</u> , <u>Child Craft</u> , <u>Grade Teacher</u>
19	No
20	Yes <u>N.E.A. Journal</u> , six pedagogical magazines in library
21	Yes <u>Manuals</u> for all subjects
22	Yes <u>Teacher's Manuals</u> , <u>Classroom Procedure</u>
23	Yes <u>Progressive Elementary School</u> , <u>English Review</u>
24	No
25	Yes <u>N.E.A. Journal</u> , <u>Grade Teacher</u>
26	No
27	Yes
28	Yes <u>Grade Teacher</u> , <u>World Book</u> , <u>Compton's Encyclopedia</u>
29	No
30	---
31	No None belonging to school
32	Yes <u>Normal Instructor</u>
33	Yes <u>Teachers' Magazine</u>
34	No
35	Yes
36	No
37	Not very much <u>Classroom Teacher</u>
38	No
39	Yes <u>Tennessee Teacher</u> , <u>The Instructor</u>
40	No
41	Yes <u>Classroom Teacher</u> , <u>Profession magazines</u>
42	Yes <u>Instructor</u> , <u>N.E.A. Journal</u> , <u>Tennessee Teacher</u>
43	No
44	---
45	Yes <u>Instructor</u> , <u>Current English</u> , <u>Current Events</u>

RESPONSES TO QUESTIONS
THIRTY-FIVE AND THIRTY-SIX

Case	Thirty-five	Thirty-six
1	Very good	Very good
2	-----	Fair
3	Use in lesson plans	100%
4	-----	100%
5	-----	Fair
6	Occasionally	100%
7	Often	Fair
8	Frequently	100%
9	-----	Poor
10	-----	100%
11	-----	Fair
12	Not a great deal	Fair
13	-----	Fair
14	Not as they should	100%
15	Subscribed by each	100%
16	-----	100%
17	Extensively	100%
18	Considerably	100%
19	-----	100%
20	Maximum (but one)	100% -1
21	-----	Fair
22	Average	100%
23	Study and class use	100%
24	-----	Fair
25	About half read and use	Fair
26	-----	Fair
27	-----	Fair
28	Posters and projects	100%
29	-----	Fair
30	-----	Fair
31	Privately owned	100%
32	In classroom	Fair
33	-----	100%
34	-----	Fair
35	Not much	Fair
36	-----	----
37	Not enough	Fair
38	-----	----
39	Suggestions, plays	100%
40	-----	Fair
41	Ideas for art, etc.	Fair
42	In daily work	100%
43	-----	Fair
44	-----	----
45	Use ideas and methods	100%

RESPONSES TO QUESTION THIRTY-SEVEN

Case	Thirty-seven
1 Yes	Clay, marble, trips to old homes, seeds, trees, etc.
2 Yes	Community problems
3 Yes	Children bring in collections
4 ---	
5 Yes	
6 Yes	
7 Yes	Historic places or markers, museums, rich geologic localities
8 ---	
9 ---	
10 Yes	
11 Yes	Films, circulating library
12 Yes	Soils, historic spots
13 ---	
14 ---	Very few from the farm available
15 Yes	Field trips to factories, city water plant, historic places
16 Yes	Regular allotment of books and special pictures
17 Yes	Field trips, commercial concerns, church facilities
18 Yes	Dairies, farms, merchants and mining
19 ---	
20 Yes	Rural nature, lumber mills, store projects, etc.
21 Yes	Negro school---unit on negro in Reading
22 Yes	
23 ---	
24 No	We can't leave school for field trips.
25 Yes	Marble mills, fertilizer plant, lumber mill
26 ---	
27 Yes	
28 Yes	
29 Yes	
30 Yes	Stores, forest plants
31 Yes	None at present
32 ---	
33 ---	
34 ---	
35 Yes	Library
36 Yes	
37 Yes	
38 ---	
39 Yes	Uneducated parents, People looking for free clothes, etc.
40 ---	
41 Yes	T.V.A. literature, commercial literature, points of interest
42 Yes	Library and trip once a year to factories, dairies, truck farms
43 Yes	Library and University Extension
44 ---	
45 ---	

RESPONSES TO QUESTION THIRTY-EIGHT

Case	Thirty-eight
1	More drill in every fundamental
2	Drill on many subjects
3	None
4	-----
5	Give more tests for grouping
6	Special work with individual cases
7	No test found
8	Attempts in better ways of teaching
9	Nothing here, but have at others
10	-----
11	-----
12	A longer period for weak subjects
13	Special work with pupils rating low
14	More tests for proper grouping
15	-----
16	Teachers study for self and child improvement
17	Special group and individual work
18	Special group and individual work
19	-----
20	Give to alternate grades annually
21	Followed up with teacher-pupil conference
22	Individual work according to abilities
23	Stress subjects in which school is low
24	None
25	Special attention to individual deficiencies
26	General review of work
27	Special work on low scored subjects
28	Use of old tests to correct deficiencies
29	-----
30	-----
31	Definite knowledge to correct pupil weakness
32	-----
33	Special instruction for weak subjects
34	Stressed vocabulary building
35	Stressed all phases of language arts
36	-----
37	Try to raise low points
38	-----
39	Nothing. Stressed low subjects
40	Drill on fundamentals
41	Special attention to slow one in weak subjects
42	Tried to raise the standard and interest
43	Listed weak points of children
44	-----
45	Review with former test matter as basis

RESPONSES TO QUESTIONS
THIRTY-NINE AND FORTY

Case	Thirty-nine		Forty
1	Yes	Yes	Fair
2	Yes	No	Fair
3	Yes	Yes	Poor
4	Yes	No	100%
5	Yes	Yes	100%
6	No	No	Very poor
7	No	No	Poor
8	Yes	No	Fair
9	Yes	No	Fair
10	No	--	Fair
11	Yes	Yes	Poor
12	No	No	Fair
13	No	--	Fair
14	Yes	Yes	100%
15	Yes	--	Fair
16	No	--	Fair
17	Yes	No	Poor
18	Yes	No	100%
19	Yes	Yes	Poor
20	Yes	Yes	100% -1
21	No	--	Fair
22	Yes	Yes	100%
23	Yes	Yes	Fair
24	Yes	No	100%
25	Yes	Yes	100%
26	Yes	No	Fair
27	Yes	--	Fair
28	No	Principal does all	100%
29	Yes	Yes	Fair
30	Yes	Yes	Very poor
31	No	--	Fair
32	No	Each shares	Fair
33	No	--	Fair
34	Oral	--	100%
35	Yes	No	----
36	No	--	Fair
37	Yes	No	----
38	Yes	No	100%
39	No	No	Fair
40	No	--	Poor
41	Yes	--	100%
42	Yes	--	100%
43	No	--	Fair
44	--	--	----
45	Yes	Not now	Very poor