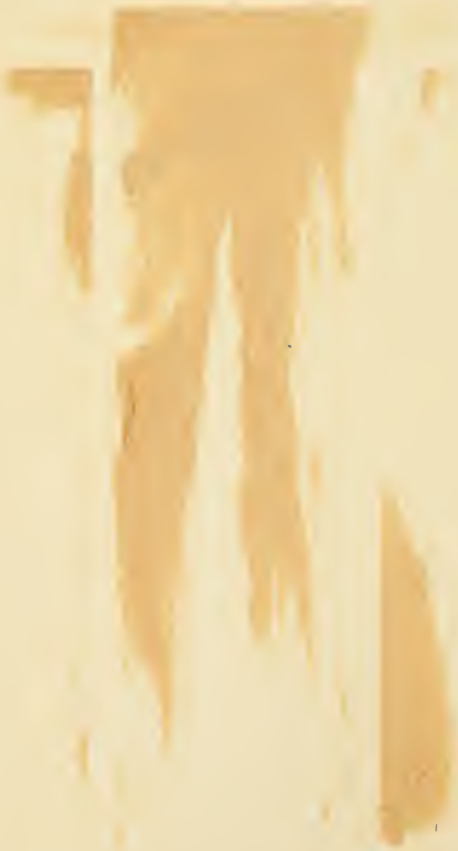
Common Sense in School Supervision

CHARLES A. WAGNER



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in
School Supervision

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Introduction.

These chapters on Supervision of Instruction have grown out of classroom experience and out of supervisory experiences of all kinds; routine supervision, conferences of teachers and supervisors; conferences of supervisors and superintendent; public lectures and private discussions of the principles of supervision; actual experimentation with the supervisory practices herein recommended.

If speaking from experience be regarded a valid reason for speaking at all on a subject, then these chapters have the fullest possible warrant; thirty years of practicing, of speaking, and of writing the ideas presented.

The order of presentation has been determined by experiment. Following the discussion of a topic different groups of persons were asked to tell, "What question about Supervision of Instruction arises from the discussion just ended?" Either a unanimous or a majority opinion would then choose the topic which is next treated in the text. Thus the order of the chapters is entirely a psychological order.

A closely consecutive reading of the chapters may arouse the feeling that certain ideas have been stated more than once. Usually the restatement seemed necessary to complete the discussion of the topic under consideration and was, therefore, made unhesitatingly. Usually, too, the desire to make a lasting impression of the ideas repeated was part of the actuating motive. Moreover, the restatement is always a new statement.

The wish of the author has been that the order of presentation and the unbiased treatment may lead to two definite results: First, interest, sympathy, and enthusiasm for the right kind of supervision; second, clearness and adequacy of perception of the relations discussed. If these two hopes shall be realized even to a slight degree, the writer will feel fully repaid for his "labor of love" in writing these chapters.

C. A. W.

Chester, Penna., December 15, 1920.

Table of Contents

CHAPTER I.

Do Teachers Like Supervision.

About all the knowledge obtainable on this topic is a series of individual opinions, mostly the opinions of teachers who give expression to their dissatisfaction with supervision as they have experienced it. No statistical study appears to have been made at any time. Obviously it is impossible to give the statistical reply. The mere existence of school supervision in cities, in towns, in counties, and in even smaller school units, is not a proof that teachers like supervision nor that they believe in it, even if this wide prevalence be admitted as proof that somebody believes supervision of instruction a necessity.

Starting from the purely individual basis the statement seems warranted that some teachers like supervision and say little about it, and others do not like it and proclaim their dislike to all the world that will lend a listening ear. Experience proves the truth of this assertion, whether statistics have or have not been gathered. Of any teaching corps under consideration it will probably be found that some teachers like one supervisor, some another supervisor. Few supervisors are liked by all their teachers, and similarly, probably few supervisors are disliked by all their teachers.

The use of *liking* or *disliking* as terms at once discloses the fault in the relation; it is expressed in a term that shows the feeling to be personal rather than professional. Professional difference would be expressed in "disagreement" or an equivalent term.

This being so, what is indicated? That supervision should be abolished? Supervisor and supervised must rise above personality to the professional level, and must meet each other in their teaching relationship in the impersonal, judicial, professional attitude which the judge on the bench feels for the accused. No purely personal consideration should be allowed to enter into the relationship of supervisor and supervised.

The advancement of the pupil is the single end aimed at by teacher and supervisor. Both and each must see in supervision the effort to secure unity, sequence, completeness of instruction, and equality of opportunity for each child. The constantly changing requirements of education, changes within the school system, entrance of new teachers into the system, and the application of newer pedagogical truths, each and all require that a system of schools be directed by a single intelligence.

If each teacher chooses for her classes what shall be the course of study, chaos and disorder will ensue in the system. All other considerations are secondary to the demand for unity, continuity, sequence of instruction and for equivalence of opportunity for all the children of a school system.

Probably no other demand would be strong enough to sustain supervision against the opposition of some teachers and their friends and against the clamors of directors and taxpayers because of its high cost. The objections to supervision as voiced by some teachers should clear the way for a considerate treatment of objections and appraisement of the commendations. From the notes of an acting superintendent the following objections have been extracted as typical.

"I was caught unprepared. What I did is not a fair example of my real work." Generally such a statement is entirely true. That a good teacher might make it and not be deserving of condemnation can be quite frankly admitted. That will be no condemnation of supervision nor of the supervisor any more than it is of the teacher. The supervisor judges what he sees. He calls what he sees by its real name, but takes circumstances into consideration. If not fit nor at her best, the teacher has a right to say so. Probably it would have been better for the teacher not to go to school that day, and yet she can not be severely blamed for taking a chance if the entire supervisory system is on a chance basis. Having undertaken to teach in her condition of fatigue or non-preparation, she has assumed all responsibility for the work, and she now has left to her merely the right to offer an explanation in justification of her course.

No right to condemn supervision can possibly be drawn from having taken the chance and lost. The supervisor may accept the explanation and treat it as an extenuating circumstance. If the teacher does not seek to excuse herself for poor work every time that supervisor comes, the teacher will be given the benefit of a lenient judgment. It is only repeated and continual excuses for not doing well by a teacher that dispose the supervisor to conclude that the teacher has an unawakened sense of responsibility and is making an inferior effort. No teacher can fairly nor continuously base her objection to supervision to a claim that it is disclosing her slackness; that would be confession and self-condemnation.

If the teacher really feels that she has been caught unprepared, she should at once request a special visit

from the supervisor at a fixed time to do similar work and thus demonstrate that she is capable of more successful teaching. Every professional spirited supervisor will be very ready to consent to such an arrangement. If under such a prearranged trial the teacher does good work, she has given the supervisor sufficient reason for excusing the first shortcoming, but she has also shown that the supervisor will be right in the future if he demands that the teacher key herself up to good work all the time.

The outcome of the arranged trial has demonstrated that not lack of ability but absence of steady and even determination was the real shortcoming. For such a shortcoming there can be no permanent excuse, and the supervisor will be justified in refusing to excuse repetitions of the fault. Put into language stripped of "polite fiction" this objection means, "Supervision prevents loafing on the job."

"I get fairly sick on the days when I know a supervisor is coming and dread to go to school." This is a clear case of misunderstanding and of maladjustment to the purposes of supervision. The teacher thinks the supervisor a spy. When supervision and criticism of practice have become an integral part of the training of all young teachers, such an expression will never be heard from a teacher in service. If the experiences of the training course do not deter so sensitive a soul from becoming a teacher, they will accustom her to the process and will give her a taste of the benefits of supervision to the earnest and striving teacher.

The teachers who raise the loudest and most resentful objections to supervision are usually those who have taught longest. These teachers of long experi-

ence know certain textbooks in certain subjects, and they may know children better than the supervisor. Therefore they suppose they do not need supervision, especially should they be excused from supervision by a mere "chit" of a girl who has just graduated from the normal school.

When forcibly and vehemently iterated and reiterated, this contrast between the experience of teacher and supervisor does appear to favor the teachers' expectation to be free from supervision. Notice, please, the statement says "appear to favor." It is pure appearance, no more, no less. Really the mature woman with her wealth of teaching experience believes that because of her experience she can win and hold the children to conformity, to effort and to obedience.

If the point be conceded, has the case been lost for supervision? Has it been lost even for the young supervisor just fresh from the normal school? If the experienced teacher had wisely directed some of her energy and had prudently used her opportunities for growth and breadth of knowledge, she should and would now be the supervisor in place of the young graduate. If with all her fine experience she failed to grow, and just went on year after year doing what she did each previous year, she has shown her inherent incapacity to become a supervisor, a leader, and has equally proved her need of supervision, which has among its foremost duties to carry the newer and better to teachers who otherwise fail to secure them.

Moreover, if the experienced teacher grew at all but failed to attain the growth needed to become supervisor, she will surely have grown enough to be able to appreciate as supervisor a person who has had a broad-

er training and a wider outlook than can be acquired in a single grade or school or subject in any number of years.

The experienced teacher who chafes under a competent "young" supervisor is more than likely the one who rested satisfied with her attainments when she too was a young graduate, and she now resents supervision on "personal" grounds, although perhaps rather unready to admit this. Because her way has been regarded successful so long, she does not admit any need for trial of new ways. This state of mind is the best reason for supervision.

The child under instruction is living now and must go into the world of tomorrow. His work must face the future. As against the children, no teacher has any right to demand that she be permitted to continue her plan and methods just because she is familiar with them and dislikes the discomfort of a readjustment. The school is supported for the child, and it is the business of the school to fit the child for the future and to enable him to fit into that future as a participating, contributing unit. Badly put this objection says: "You have no right to disturb my slumbers."

Objections of teachers to supervision on the ground of their own greater experience have as much right to consideration as would the same teacher's claim to be allowed to go on teaching out-of-date textbooks in history and geography because she is already familiar with them.

If we do not excuse the teacher from revising her knowledge of facts as facts change, why shall she be excused from changing her plans or her methods, even if the changes be directed by a young supervisor? The chances are that the longer the teacher has been in

one place doing the same work, the more necessary is supervision. If such a teacher has grown regularly and constantly, she may not need supervision so much as she will be glad for it, since it is sure to bring new knowledge and suggestions for further growth.

"I am so glad on the days when no supervisor comes to visit my room." This may be a very fair cause for rejoicing. If supervisors follow each other through the rooms of a building in an almost constant stream, then the rejoicing is warranted. Without conceding any reality to this objection to supervision, it may be admitted as a justified objection to haphazard or to unregulated routine of supervisors' visits. We must even admit that no one knows anything authoritatively as to the right frequency of supervisors' visits. There are both rules and opinions about it, but practically no facts.

Whether a particular supervisor should come once a month or once a week has not been experimentally determined, nor whether more than one supervisor should visit a teacher in one day. Teachers are very certain they do not want two a day, nor do they want to have one supervisor each day of the week. This rejoicing on the day when no supervisor comes is then the expression of the teacher's feeling that she wants some days in which her program need not be disarranged, nor her plans spoiled. If supervisors' visits are arranged and timed with that purpose in view, the routine of procedure will be much smoother.

The nature of the study or branch supervised, the temperament of teacher, pupils and supervisor, the training and experience of the teacher, and other considerations must be reckoned with in making out the schedule of visits. Generally the determining factor

of frequency is the calendar divisions of weeks and months; that is, so many visits per week or per month.

If not one supervisor each day, what does seem a justifiable or permissible frequence? As a proposal for discussion it would seem safe to suggest that there should be at least the time of two school days between the visits of any two supervisors and one or two weeks between the visits of the same supervisor. To this frequence good teachers would not seriously object, hence it may be assumed to represent the average opinion.

The use of the word *opinion* discloses the whole trouble; we have opinions but no facts, as has already been stated. The removal of the objection, "We are supervised to routine staleness," is easy if all the supervisory work is scheduled and co-ordinated in the office of the superintendent. Nothing but that can prevent the annoyance of teachers by too much supervision crowded into a short time.

Supervisors moving as free lances or each making an individual schedule to suit conveniences of train or trolley are sure to produce the crowding and conflict of which teachers complain. A university postgraduate department should study this problem experimentally in the supervisory units lying all about the university.

In that way facts can displace mere opinion. Having admitted all this it is still permissible to say that real supervision is not objectionable. Real supervision will not crowd the teacher, will not assign two or three supervisors to visit the same building and rooms on one day, and real supervision can afford to work according to a schedule so the teacher may know when the supervisor is coming.

"My work is graded successful and another teacher who does better work is credited with but fair results." The teacher who makes this statement believes it true, of course. The supervisor who sees both teachers conduct the work has a basis of comparison which teachers lack. Assuming that the supervisor is working in a true professional spirit, his judgment must be accepted. The vivacity, the enthusiasm of the teacher count for much, hence a mere comparison of lesson plans, even if accompanied by a discussion of the contemplated plans, is not conclusive proof that the teacher with the better plan will teach the better lesson.

Nor must it be overlooked that the best teachers have poor or "off" days. Should the supervisor see a good teacher conduct a poor recitation, it will be necessary to call that recitation poor, or the entire work of supervision is discredited. When a supervisor finds poor results he must say so. An explanation or even a justification of poor work may be possible. It should be offered by the teacher and should be considered by the supervisor.

The fact that the supervisor found the work poor and said so should root supervision in that teacher's professional affections rather than incline the teacher to dislike supervision. That on a given day an average teacher may be adjudged to have taught more successfully than a more gifted teacher is indubitable evidence of the fairness and the competency of the supervisor.

The teacher who has not received the degree of credit which she thinks she deserves, should at once ask the supervisor to point out the ways in which the work might have been improved if such suggestions did not accompany the supervisor's opinion. To admit

that supervisors may err is not to condemn supervision; supervisors have all the frailties of our human nature, and are no more infallible than teachers.

"I wish you would give me another trial. I am confident that I have done better on days when you did not see my work than I have done today." This is the expression of the large-visioned, fine-spirited teacher who understands the aims and purposes of supervision, who has fathomed the real friendliness of the supervisor, and who has on former occasions experienced the worth of the advice which the trusted supervisor can supply.

In such a case the supervisor will be glad to suspend judgment until the next visit, or, if possible, will at once fix a time for the demonstration. Some supervisors have the notion that it is fair to try to catch the teacher in an "off" lesson. There is no ethical correctness nor professional fairness in that kind of supervision. Supervision is not playing detective. From teachers, as from pupils and from humanity in general, we get according to our expectations. If in the arranged demonstration lesson the teacher shows that she can do very well, both teacher and supervisor have reason to decide that in the future only good work can be accepted.

The teacher should not be allowed nor should she allow herself to do poor work. Having taught the one lesson well and satisfactorily, the teacher has an experience which will help her in all future lessons, the sense of having succeeded. Here supervision has performed its proper function, namely, made the teacher a better and more confident teacher and has pitched effort in the key of "success."

"Come to see me now. I have corrected my fault." Like the former, this expression reveals a correct conception and attitude; the conception that supervision is to make the good better, to remedy the remediable, to condemn the condemnable; and the attitude of readiness to co-operate with supervisor for ever better work.

This teacher has worked her way out of her difficulty and has done it herself; can supervision have completer justification? Many teachers under supervision work in this spirit, though it is not always easily apparent nor discernible. The beneficiaries are aware of their benefits, are quietly grateful and say nothing publicly. The malcontents are dissatisfied and are ceaselessly telling their grievances. The latter thus seem a multitude and the former seem non-existent.

"The supervisor's judgments of my work have helped me to get my present position." This teacher has kept and studied her supervisor's criticisms and suggestions. The commendations on the supervisor's reports, when shown to the superintendent to whom application was made for the new and better position, were more effective than the best recommendation could possibly have been.

Did that teacher believe in supervision? Did she complain about supervision? That not all nor more teachers have such an experience with supervision is largely due to the fact that during the process of being supervised they behave so differently about supervision and toward the supervisor. To profit by suggestions of the supervisor, and to incorporate them in the procedure of instruction and drill would be shrewd policy if it were nothing more, but it is more, it is open-mindedness, it is the spirit of learning the better

way, it is the desire to become a better teacher. Is it not easy to see and understand why one teacher profits by supervision and why another may deteriorate under it?

"*Your supervision and your criticisms have made me such a teacher as I am.*" No more generous acknowledgement can be made to a supervisor, and it is more frequently made than either outsiders or teachers suppose. Even if such a generous-hearted teacher is properly acknowledging the helpfulness of the supervisor, helpfulness because the supervisor's faith and expectation of good work have been an ever-present stimulus to effort, the teacher's reaction to suggestions and criticism must also be remembered and taken into account. That reaction too was indispensable in making the teacher what she has become.

The principles of supervision may be unformulated, and the practice may not be standardized as yet, none the less is there need for supervision, a justification for it, even if present objections and protests of some teachers be justifiable. Lifted from the plane of personality into the higher regions of detachment and impersonality, and maintained on the level of purely professional work, conducted in the atmosphere of judicial procedure, there is a large field for supervision of instruction. These truths are rapidly disclosing themselves, and teacher's protests and objections to this supervision are mightily opening the way for their emergence.

CHAPTER II.

Supervision of Instruction in Operation.

Among the superintendent's duties the supervision of instruction is usually counted as one, and in many cases it receives but little of the superintendent's time and attention. Therefore a statement of the ordinary routine of the procedure will be helpful for this discussion. Mention must also be made of the fact that supervision of instruction is performed as a part of the duty of principals, special teachers, and supervisors of special branches.

The observance of teaching, criticism and conference with teachers for the purpose of the improvement of the instruction, is the aspect of supervision to be discussed, and the official or person in any school system who performs that duty is to that extent the supervisor. Therefore the term as used in this discussion may mean any person or official who oversees for the purpose of guiding instruction.

The supervisor is the officer who has charge of the work of instruction as a whole, whether it be an assistant superintendent, a principal, a special teacher or the supervisor of a special subject. The officer is not absent in the one room school for there the teacher is her own supervisor, comparing her work with that of other teachers by conversation or by reading accounts in books and journals.

Whether the supervisory official has one or the other title, actually he is supposed to have had special training for the work, to have had long and varied ex-

perience in it, to have a well-balanced judgment, a tactful manner and an agreeable, winning personality. No office in any organization calls for so much diplomacy and finesse as the office of supervisor of instruction. It requires ability to form correct judgments instantly, skill to render the judgment effectively but inoffensively if it be unfavorable, and graciously but unflatteringly if it be favorable. The supervisor must be the master of the "right word fitly spoken."

The teacher will need less direction from the supervisor if she too has had preparation and experience. Whether a recent addition to the staff or whether a continuing member of it, the teacher needs especially the quality called "open-mindedness," readiness to learn. The better her education has been the greater the likelihood that the teacher will find it easy to be or to become open-minded, and to welcome the supervisor's efforts to keep the instruction fresh and the methods abreast of every progressive move.

In fairness to teachers as a class it must be said that little difficulty is generally found in securing the introduction and adoption of newer ways and better plans, if there is a reasonable ground for belief that the new is better than the old. The percentage of teachers who are open-minded is certainly as large if not larger than of supervisors who are open-minded.

The supervisor is under a double temptation to become fixed in his mental attitude. He finds certain plans working well and becomes unwilling to change for fear the new way will not be as good as the old. Also the mere fact that he is clothed with final authority of choice results in his readiness to decide from inclination that he will "let good enough alone."

The arrangement of supervisory visits becomes the next problem. How frequently shall the supervisor visit the teacher? Shall it be once a week, once a month, once a term or year? Almost every superintendent has his work on an individual basis as to frequence and sequence of visits.

The best statement on this point is that of the superintendent who "visits his teachers as often as possible." County superintendents do well indeed when they get to see their teachers twice a year or term. This variation of frequence of visits shows quite unmistakably that there is no demonstrated frequence which is known to be best, and proves, if any fact can prove it, that supervisors have not pressed very hard to impress boards with the necessity of more frequent visits.

Should supervisors agitate and demand greater frequence than is now possible, school boards would rather readily accede to the request, especially if the greater frequence of the right kind of supervisor's visit yielded invigorated life and procedure in the schoolroom. Mere frequence of visits will not do, but frequence which evokes from teachers expressions of approval and of desire to see the supervisor more frequently will dispose boards favorably. Assistant county superintendents were rather easy to add to the legal machinery for supervision after a few counties had proved the system advantageous.

Ideal frequence and system of supervisory visits should permit the supervisor to visit all the teachers at every hour of the day within the school term, so that all of the teacher's work may be observed and valued, and so that she may be seen at every hour of the day. Practically no supervisor can attain this ideal

frequence, although it is the logical and professional limit of frequence and limit to the time variation of visits. To keep this maximum in mind will make it easy to see that few supervisors have time enough and freedom enough to supervise as they ought and as many of them wish to supervise.

The supervisor visits the teacher's room, notes conditions of all kinds, observes the work of instruction and the direction of seat work and study. From these observations many inferences are made as to relations of teacher and pupils and as to general conditions of the school. Sometimes these observations are noted for later reference, sometimes they lead to an opinion as to the quality of the work, and this opinion may be communicated to the teacher, or it may be reported to the board before it is told to the teacher.

Practice in this matter is as various as are school systems and supervisors. In some systems nothing is said to the teacher except suggestions of different ways of doing the work, impliedly ways that are better. In some systems an elaborate list of questions has been prepared on a sheet, and the supervisor checks up the work on as many as from sixty to one hundred forty questions, marking "yes" or "no" or some qualifying word which records the supervisor's judgment and saves the labor of writing the word.

Objection is made and has been made to this procedure, but say what anyone may, it does inform the teacher of the supervisor's opinion, and it leaves a tangible reminder of the visit.

In a few school systems the transmittal of the supervisor's judgment is further followed up by a conference between the supervisor and the teacher. The conference-after-visit is one of the best ways of mak-

ing supervision helpful and significant. Did supervisors generally recognize this importance and rightly esteem its value, we should ere now have had a much more insistent demand for time for this conference during school hours.

Mostly these conferences are hurried, are pressed into a moment or two at recess or after school. The supervisor has no fair chance to make clear what he has in mind and the teacher has no time to compose her mind to assimilate what the supervisor would communicate.

Proper supervision will provide school time for these conferences and will not impose them as a burden and expense upon teachers and supervisors. Their purpose is the betterment of the teaching and that benefits the child. It means that the child's effort shall be made more productive and his time shall be more profitably spent; *he shall learn more in less time.*

If the conference of supervisor and teacher can and will bring such a gain to pass, no trouble will be found to secure the consent of school authorities to provide the necessary relief teachers while the regular teacher is called into the supervisory conference.

In many ways more important than the after-visit conference is the before-visit conference, especially with teachers who are new in a system or with young inexperienced teachers. There is nowhere a condition to which the old saying applies more completely than this condition of the new and of the inexperienced teacher; here indeed "an ounce of prevention is worth a pound of cure."

The conference preceding the recitation, to discuss the teacher's plan and to learn her reasons for the plan and its order would prevent many disheartening fail-

ures, not only such as the supervisor discovers but such as he cannot see, since he is not all-seeing, whose effect he finds only after the teacher is thoroughly disheartened.

In a vague way the importance of this fact is admitted; the teacher's institute before the term begins is an admitted declaration that it is better to guard against a wrong start than to correct it after it has been made. Supervision as an office misses a great chance to dignify itself and to magnify its own importance if it does not demand time and facilities for such conference preceding teaching, with both old and new teachers, when new books, new methods, new studies are to be introduced.

The general teachers' meeting will not do for this purpose. The individual teacher is almost never reached that way. The happiest and most successful results can not be attained unless the individual teacher is reached and started right.

The supervisor visits the teacher at work, observes operations during a longer or shorter visit, forms an opinion as to the worth of the work and passes on to another teacher or perhaps to another building. The teacher may learn the supervisor's opinion and may profit by the visit, or the supervisor may refrain from saying anything if he has no corrections to suggest, for fear of spoiling the teacher by praise. With tears in her eyes a teacher once told her new superintendent, "I never knew what Supt. B thought of my work, as he never said anything to me about it," yet Supt. B had invariably declared that teacher to be one of the best in his corps.

Many other variations in procedure at each of the steps would have to be mentioned if all the forms of procedure were to be mentioned. Variety enough has been described to make plain that supervision in practice attempts to know what kind of work teachers are doing and to enable the supervisor to form some sort of opinion as to the value of that work. This is not nearly all that supervision can accomplish and not nearly all that it should accomplish, and with gratification it may be added not nearly all that it is accomplishing in many places under many supervisors.

CHAPTER III.

The Supervisor.

Consideration of actual and possible may as well begin at this point. Therefore, what shall be the qualities and qualifications of the supervisor of instruction at any level or of any branch?

Misunderstanding is so likely to occur that it seems advisable to repeat that supervision of instruction is but one of the duties of the superintendent, therefore the supervisor may be the superintendent, or the principal, or the special teacher, or the special supervisor, or even the teacher herself or an associate teacher.

The act of observing instruction for the purpose of commending what is praiseworthy and of suggesting improvement of what is improvable is supervision, and the teacher comparing her own work with that of a fellow teacher for the purpose of finding concurrence of procedure and encouragement, or of noting difference of procedure and of asking questions about the differences so as to find reasons for both forms of procedure and thence inferring the better, is really supervising her own work.

The personal qualities of the supervisor strike us first, therefore let us consider them first. Merely to repeat the catalogued lists of teachers' qualifications would but emphasize that the supervisor must have all the qualities of the good teacher, but must have them in a higher degree or in a more spontaneously active condition.

As the teacher is a continual model for the children, so the supervisor must become a model not only for the

children but for the teachers also. Kindliness of heart and courteousness of manner are a prime necessity for the supervisor, so as to be in immediate sympathetic understanding of any condition which he may find in a school or in a schoolroom.

There should also be the determinate optimism which first appraises the good and then recognizes the undesirable or unsatisfactory. The grace of kindliness of tone and word in suggesting improvement is a vast resource for the supervisor. Not softness nor unwillingness to condemn quickly what deserves condemnation, nor the absence of a vocabulary of strong condemnation for use when justified is meant to be described by kindliness of tone and manner.

The supervisor who radiates encouragement is the warm spring sunshine which starts life into activity. The purely critical supervisor is the wintry wind which chills and numbs life and activity. Each effect of supervision may be present or absent when all other aspects, attitudes and processes of the activity are ideally correct. The manner, the disposition of the supervisor to help, to encourage, to cheer should be consciously active right in combination with the resolve to see faults corrected and wrong procedures righted. These qualities are not incompatible.

Results of supervision as seen under both sets of circumstances are as entirely different as spring is different from winter. In supervision we want a perpetual spring, an undying hope and aspiration for the better based on the good already achieved.

For a very definite reason the supervisor has been spoken of as "he," and the teacher as "she." A long continuous discussion like a book on supervision requires definiteness in terms to save time and space by

reducing unnecessary words and round-about phrases. There is no reason inherent in supervision, however, why the supervisor must be "he." In primary grades and in special subjects the supervisor is much more frequently "she." Nearly all teachers are "she," hence the propriety of confining the "she" to teachers and of reserving the "he" for the supervisor.

For very good reasons the feminine side of the house has been given the exclusive supervision of the primary grades. For the same reasons all primary teachers are women. Woman has the maternal attitude toward childhood, that is the ministering, the relieving or the helping attitude rather than the shielding and the protective disposition of the man and father. The child first entering school from the nursery of the home needs this feminine quality to help him make the transition from the home to the school. Just that quality of mothering helps to make the readjustment from nursery or home to school with least suffering and fear. To supervise the work of these women in the primary grades, therefore, the woman supervisor will be best, since the woman supervisor will not only understand the child nature better, but will also get and understand the woman primary teacher's point of view instinctively.

In no portion of the entire field of supervision is sex so clearly a qualification as in the primary field. The primary supervisor must be a woman. Happily practice settled this matter quite a while ago. Most high school supervisors are men, probably because hitherto most high school principals have been men.

In colleges there is no supervision of instruction. The old and the young professor alike are supposed to know the subject, and the ancient and mediaeval

belief that to know the subject constitutes the only fitness to teach lingers on to our day undisturbed by a single serious question or criticism. The average college president no more thinks of supervising his faculty to improve the quality of the instruction than does the average student who knows he is suffering under the very poor instruction of his college teachers.

Indeed complaints of students to the president are about the only knowledge which college presidents have when the work is poor. The supposed "professional" ethics of college teaching has from time immemorial made the professor supreme in his department, and alleged academic freedom has barred criticism of method as well as criticism of matter.

This mediaeval attitude will be corrected when the democratic nature of our education once thoroughly permeates the college authorities. When it comes, the college supervisor will surely be a man for the number of women who have the educational and academic preparation for such work is a negligible quantity if stated in terms of number needed for the work.

Most special supervisors are women, notwithstanding that many women teachers prefer a man supervisor. This has come about because the true value of supervision has not been recognized and asserted to boards of directors. Therefore the salaries for supervision could not be large, and men were not attracted to the positions. Also, men generally are less patient in dealing with details, while women are generally patient and painstaking with details.

These differences which seem concomitants of sex difference must be taken into account in deciding whether for any subject or grade or level of instruction the supervisor should be a man or a woman. It

is now admitted that women are the only good primary supervisors; other parts of the special fields may gradually be yielded and assigned to them. The disposition of woman to value the personal factor, that is her predominant inclination to be emotional rather than judicial, will also affect final establishment of practice, unless women by training and practice shall find it easier to lay aside personal considerations and to value the professional values with the impartiality and detachment of the diagnostician or of the judge on the bench. Why men have this ability or quality rather than women need not be explained, but the fact must be recognized in the analysis of supervisory activity.

In education the supervisor needs all the general education that the college course in liberal arts can confer. That not all nor even many supervisors now could qualify under that statement of requirements does not affect the need for that much preparation academically.

Travel and study of contemporary schools may also be enumerated. Travel to make him genuinely human and tolerant will be of much value to the supervisor. Then the supervisor needs special study of the fields of knowledge and instruction which he is to supervise.

As the result of their college and university education the best supervisors will continue constant students of the field which they supervise and of parallel fields also.

The professional training and experience of the supervisor have up to this time been a very variable quantity.* At this moment successful teaching ex-

* University courses have begun to try to supply this need.

perience is perhaps most generally demanded and accepted as professional preparation for supervisory duties.

No one is so insistent on larger requirements for supervisors as the best supervisors themselves. They deplore their lack of acquaintance with the entire field of knowledge and teaching practice in the special field supervised. The start of supervision could be made only if successful teachers were turned into supervisors. The universities are trying to remedy the condition and are trying to train supervisors to fit the needs of good supervision. This is encouraging and warrants the expectation of a better day for supervision.

Assuming actual teaching experience within the field or at the level which supervision is to oversee as the fundamental quality, our supervisor must also have been supervised at that level or in that field. Before being given sole responsibility in any field or at any level, the prospective supervisor should have had a period of trial or training supervision, of supervision in conjunction with a trained supervisor, so as to compare his judgments of values with the trained supervisor.

This is of course parallel to the teacher's training in the cadet period. It is no more necessary for teachers than it is for supervisors to pass through such a "practice" or cadet stage. Ideals and standards of judgment must be learned by application and comparison. Assurance can not be learned otherwise. The probably correct estimate of value must be proved correct by comparison with that of the experienced supervisor or judge or critic.

The supervisor must also know from the professional point of view the level or field of knowledge which he is to supervise, as well as the history and philosophy of teaching method and practice in that field. The wider the range of knowledge of method of the supervisor, the better will be the judgment of values of practices observed. The supervisor who has the largest fund of knowledge of methods and practices has surely the best possibility of making suitable suggestions for change and improvement of instruction.

The supervisor must also have a working ethics of supervision. Such an ethics exists even if it has not been definitely formulated and accepted. That stage of the development of specialized supervision is still to come, but it will come; until it comes, each supervisor will practice an individual code of ethics in his supervision, because his work as supervisor is a distinctly human relation. The teacher is the striving professional sister of the supervisor, and that sisterhood cannot be ignored and dare not be abused.

The supervisor must know the resources of helpful and inspiring literature for teachers within his field, and must be able to make teachers wish to know it and to learn from it. What is suited to the skilful and to the unskilful, the supervisor must choose and recommend with an unerring judgment. As the leader and director of teachers' meetings the supervisor must integrate this knowledge and this desire into his counsels whether private or public, so that actually the world's best efforts of her upward striving teachers may become a ready resource to the teachers whom he supervises.

When visiting a school for supervision the supervisor needs to be able to understand the situation. From what is happening or going on before his eyes he must be able to make infallible inference as to what may or might happen or what has happened when he was not present to witness it. A school that is disorderly when the supervisor is present shows that orderliness is not a state or condition insisted upon when the supervisor is absent.

Similarly with other conditions. To the supervisor who knows the work and who has first hand acquaintance with conditions, such an understanding is possible without extended study or investigation. Meliorating conditions must also be taken into account. The supervisor must "size up the situation" from what he sees, and should not make many mistakes and should almost never make any serious mistakes.

The separation of the occasional from the permanent, of the momentary outburst from the settled practice, will not be difficult if the supervisor has had the right kind of training and experience. The supervisor must also be able with a few leading questions to lay bare to himself such appearances as are not clear or which may be of twofold significance.

A completely silent and orderly room as the supervisor enters may be a thoroughly disciplined room which has learned and which is practicing self-regulation. It may also be a room in which the teacher has just "settled" a disorderly pupil, and the rest of the pupils may fear a further outbreak from the teacher. Experience has revealed similar contrasts to supervisors everywhere.

Whatever is going on in the schoolroom the supervisor should have a quick apprehension of its value for

school purposes. He must be quick to detect and to decide whether the proceeding is wise, doubtful, or unwise. Inability to decide should lead to questioning of the teacher during the after-visit conference.

Comment on everything done during the visit will convince the teacher that the supervisor knows the job and knows also just how the teacher is performing it. Injury to teachers is possible if the supervisor passes over some trifle and lets the teacher believe either that the supervisor did not know it or having seen it did not think it a fault.

Discouragement may also result if the supervisor fails to commend the commendable. "What is the use of trying? He never notices." has been the plaint of many a disheartened teacher. Watchfulness by the supervisor and as nice a care for expression of appreciation as for correction are necessities of the supervisor's procedure.

Sympathy, fellow-feeling, the ability to put yourself in the teacher's place, are an indispensable need in the action of the supervisor. Not maudlin twaddle, not cheap nor extravagant praise of everything and of every one. Both are mischievous and nothing but mischievous.

Whatever the situation, the teacher is likely to see only her side. The supervisor from the larger outlook of the overseeing official, from the longer experience and from the wide acquaintance with professional standards, must see both the teacher's and the professional aspect, and thence must lead the teacher both to the enjoyment of the realization of the larger ends achieved by the procedure whether lesson or drill, and to be sorry for the fact of only partial attainment of some desired results.

Then praise of what is worthy of praise, necessary and illuminating questioning of what is questionable, clear condemnation of what is deserving of condemnation with reasons therefor and suggestions of the better, must also be part of the supervisor's proceeding in putting himself into the teacher's place.

Following the visit, the teacher and the supervisor should have time for deliberative talk and consideration of the supervisor's observations, suggestions and corrections. That most supervision fails at this point must be admitted. Supervisors do not take time and teachers do not have time for it. During recesses, after school, or on Saturdays, are the possibilities. Supervision itself and supervisors are chiefly to blame for this shortcoming. If supervisors had from the start insisted on the necessary complement of supervisory visiting in supervising conferences, boards of directors and communities would now be educated to so regard the matter and to permit the expenditure of the money needed to secure it. Whatever is needed to make public schools effective will be paid by any community. It needs but be convinced of the necessity and of the certainty that the expenditure of the money will secure the necessity.

Conferences of supervisors and teachers within school time are justifiable. The end sought is improvement of instruction. As normal schools have been supplied because of the need to train teachers, so time for supervisory conferences will be secured when supervisors demand it and when teachers testify that the results of the conferences are better teaching, happier teachers and greater progress by the children.

In the conference of supervisor and teacher we reach the "flower and fruit" stage of supervision.

Other steps of procedure are necessary preparation for this. That so much of our supervision is nugatory or fails to attain its full fruitage is entirely due to this lack of the deliberative conference. In it the supervisor learns the teacher's plan and aims, commends and encourages what is right and in keeping with the best practice, asks questions or suggests comparisons about matters which the teacher can herself improve if given the right angle of view, or shows the weaknesses and faults of what was wrong and fruitless.

Direct statement of the better way will sometimes be necessary, but the more skilful the supervisor and the better the teacher, the more will questioning be resorted to so that the teacher may grow by thinking it out for herself rather than accept the supervisor's opinion readymade.

For instance, after a "concert recitation" in which it was apparent to the supervisor that after the third repetition only a few children were giving active attention and effort, instead of saying, "Never let the children say the thing oftener than three times," asked the teacher to observe for how many repetitions she was able to secure active attention and interested participation by the children. Then that teacher began to study concert recitations.

The next visit of the supervisor disclosed that concert repetitions had been reduced from five to three, and the teacher replied to the supervisor's question of the previous conference by saying, "When I watched the class I soon saw that I could not hold their attention closely nor secure an effort of the will in the repetition beyond the third repetition."

The supervisor must have the qualifications and the qualities which shall make instruction better, the children and the teacher happier because the work is successful, and which shall hurt or humiliate no one because something was found which was not as it might be or as it should be. Surgery and dentistry have for their highest measure of skill to help without hurt; supervision of instruction will do well to adopt that standard of excellence in achievement.

CHAPTER IV.

The Teacher: Supervision an Irritation.

The use of the name supervision can not effectively conceal the fact that much so-called supervision is not effective for inspiration but produces irritation. Putting labels on things is not the same as producing the thing; this is as true of supervision as of nutmegs, for instance. Many forms of perversion of supervision may be found. The most common form is that which uses school visitation, ceremony, and assumption of superiority, but which leaves teachers disheartened, depressed and even irritated.

Teachers evince such irritation by all kinds of remarks to each other. Here is a common accompaniment of such irritating supervision: "The idea of calling that supervision! He never proposed anything better in place of the things he condemned."

Teachers who "fear" the coming of the supervisor nearly always express irritation from his visits. The drill of the practice teaching in the model school should accustom or harden the teacher into self-possession during the visit of the supervisor, or it should convince the cadet teacher that she should not enter the teaching profession.

Increasingly teachers will be supervised because school systems increasingly include larger numbers of teachers, and no large group of teachers can attain similar ends unless supervised. Fear of the supervisor may be due to neglect of adequate preparation of lessons, plans, or materials.

In that case the fear is proper in itself, but to redeem herself as far as possible the teacher should at once frankly explain the non-preparation and should ask for another chance. Under those circumstances she may and should feel ashamed, but she need not be fearful. Every fairminded and simply human supervisor will be glad for the honesty which confesses the short-coming and which shows determination to correct it by asking for another trial.

There are three infallible marks of the right kind of supervision: Commendation of the good, condemnation of the unsatisfactory, suggestion of the better. The supervisor who can not see something to commend in a schoolroom is suffering from something serious. It may be physical or mental or moral dyspepsia. It may be a sour stomach, an overweening conceit of his own ability or an overwhelming sense of his infallibility. They are equally effective in producing irritation instead of inspiration. There must be the will to commend, not merely the accidental condescension to commend.

What is commended must be recognizable by the teacher as commendable, or she at once loses respect for the supervisor's judgment or for his sincerity. Mere flattery will not serve. A sure discernment of the good and the best quality, an unfailing recognition of the best ends of effort, and an instant readiness to direct the teacher to accepted sources of help, these three are needed to give skill and strategic power in commendation of teaching procedure.

These will win respect and trust, and will start the teacher by imitation and emulation to a desire to know and to learn and to follow the better way. To fail in commendation of the right thing at the right time is

fatal to the teacher's esteem for the supervisor, and is sure to leave the teacher disheartened and disappointed, if not positively irritated.

The teacher, like the supervisor, is human and is the better for a little praise, for a litle commendation. Not to offer it when it has been deserved shows the supervisor as unperceiving, or undiscerning or unappreciative. Either produces irritation. The teacher who regards her supervisor as unperceiving or undiscerning or unappreciative will surely not hold him in high esteem. The invigoration that comes from commendation is an immeasurable addition to the teacher's power as an instructor.

Supervision, instead of thus encouraging, may depress and dishearten, and is sure to do so if the supervisor visits the school and says nothing, with the thought that the teacher will understand that absence of condemnation of work is an implied judgment of "satisfactory" upon it.

Poor indeed must be the school where nothing commendable occurs during the supervisor's visit. He should be sure to see it and to speak about it as commendable. If speaking to the teacher is difficult or impossible, the supervisor will do well to write to the teacher so that she shall be sure to realize that her efforts are perceived, to conclude that effort is worth while and does not go unnoticed.

The omission of face-to-face discussion of the visit also disappoints teachers many times. Even supervisors who leave written copies of observations and judgments of the work observed, many times inflict sharp suffering on teachers because the "notes" are not clear as written and the teacher fears she is not understood.

Much irritation from supervision could also be obviated if supervisors felt that time taken for conferences with teachers before visiting their rooms for supervision is well and properly spent. The conference in advance of the visit impresses the teacher with the necessity of making good plans as no lecture or no series of lectures on lesson planning can possibly impress her.

The lesson plan approved before the lesson is taught, or the lesson plan which contains the integrated suggestions of the supervisor, if used for the lesson which the supervisor sees taught, puts both teacher and supervisor on a different basis toward that piece of work and toward each other. There is now joint responsibility, hence there will probably be more sympathetic, more tolerant judgment on both sides. This brings the "fellow-feeling" into supervision and makes it a vital, human relation instead of an official caste relation of superior to inferior.

The supervision which commends, condemns and suggests the better is inspiration. The supervision which says nothing, or which merely condemns and suggests nothing better, or which does not confer with the teacher about both good and poor aspects of the work, always after visits and sometimes in cases of very weak but very willing teachers before the supervisory visit, is irritation. The change from the latter to the former is possible to all supervisors, and all teachers are hoping and desiring that the change shall come speedily.

CHAPTER V.

The Teacher: Supervision an Inspiration.

There were school teachers long before there were superintendents or supervisors of teaching, and there are still some people who think the supervisor of instruction a useless part of the school organization. Happily this disbelief is being displaced by belief in the worth of supervision.

The factory, the mill, the big farm or plantation, the big building operation, all these need superintendents to plan and to direct the workmen. It is a direction that is ever present. Direction in any enterprise, if as infrequent as in many schools, less than once a year, would not be worth any more than is much school supervision. To be effective in industry, the supervision must direct the progress of the work minutely, and must be able to follow up the directions to see that they are carried out.

One reason why school supervision is not valued more highly is that the activity which usually passes by the name of supervision is no more like the real thing than supervision of his farm were carried on if the farm owner saw his boss farmer but once a year. Then suppose the boss farmer to be a farmer without experience in farming and ignorant of farm work; the chances of reaping any marked benefits from such oversight and direction would be almost zero. The case is no better for much supervision of teaching.

It is useless to demand certain qualifications for the teacher who is to be supervised. Supervision finds one of its chief necessities in the fact that the teaching

corps of any system of schools has teachers who possess such widely different qualifications for the work. Could all the teachers of a system be chosen so as to represent equal experience, equal preparation, and equal supervision under experience, very little supervision would suffice.

The range of difference usually starts at young teachers with great hopes and with large aspirations but no experience, to the teachers who have had a score or more years of experience. To equalize the chances of the children under instruction in a system with such a wide variety of teaching capability, is one of the hardest tasks of supervision.

The teacher with least preparation and least experience will of course need most guidance from the supervisor. The teacher with most preparation and most experience should need least of the supervisor's help. Complicating the problem of amount and quality of supervision needed is the problem of natural endowment of the teacher.

Every system of schools must have supervision and every teacher should be in touch with the supervisor. The aims, purposes and ideals of the system can not be acquired in any other way. Established usages which save time for teacher and children are different in every system. Hence if there is to be unity of aim and purpose and coherence in forward look in the plans, some one intelligence must make the large general plans, must formulate the big aims and purposes of the system.

Were each teacher left to choose course of study and textbooks, confusion of aims and purposes would result. Therefore supervision is a necessity. Of course the prevalence of the office and the presence of

officials is a much more significant admission of the fact. To help each teacher under conditions such as those stated requires readiness and wealth of resource combined with the diplomatic skill of a prime minister in the supervisor.

Supposing an average teacher, with academic preparation and professional training and some teaching experience, what should be her relation to supervision and what her attitude toward it? The answer is obvious, she should be open-minded. To the teacher's stock of knowledge, of methods and devices supervision will be able to suggest variations and additions of high value.

The teacher who is new in a system needs help to reach the system's aims and point of view. The teacher who has been continuously in the system needs to be helped to new points of view, to see or to find new justifications for the established practice.

Supervisor and teacher can not long be satisfied to continue routine procedure on the ground that it has worked for a long while. That reason for doing a thing discloses that no recent or new justification has been worked out or discovered. Growth of teacher, of supervisor, of the system requires the alertness which finds in the changing conditions outside of the school in life its reasons for change of method and plan as well as for its continuance of what is unchanged.

The child learns to read by the sentence method now, although as late as 1850 the alphabet method was the professionally accepted method. Learning to read remains, but alert teaching and supervision discovered that the unit of thought is the sentence and the unit of utterance is the syllable, and hence changed its method.

Another quality needed by the teacher under supervision is willingness to accept and to try suggestions. The supervisor sees the best work in a system and can pass on from teacher to teacher the excellences observed, thus enriching his entire system by the dissemination of the best ideas. Simple trust in the good intentions of the supervisor, simple belief that he means to make helpful suggestions, whole-hearted acceptance of the implied trust that he believes the teacher capable of profiting by suggestions, are marks of this open-mindedness. Readiness to try and then alertness to modify suggestions so that they will exactly fit the needs of the teacher and her pupils is the next quality for the teacher under supervision.

Then when she has wrought out a happy and successful adaptation of the suggestion, she should be ready to pass the word of the good success along to her co-workers. Thus pupils, teacher, supervisor and supervision will be helped and dignified in the minds of all observers and critics.

What is the right response and reaction of the teacher to the suggestions of a supervisor? Does anyone suppose that it should be implicit obedience because the supervisor is supposed to know so much more than the teacher? Would not that be saying that the teacher shall be an automaton operated as if by wires and strings? When the supervisor pulls the wire the teacher leaps or glides and squeaks in imitation of intelligent speech.

Of course such a statement makes the proposal ridiculous, but not more ridiculous than are many of the expected and even awaited responses to suggestions given by supervisors. Granted that the supervisor directs and suggests from the broader view,

based on a longer and wider experience than the teacher, shall the supervisor's suggestion be regarded as a command just as a general of an army issues a command?

Or shall the teacher be supposed to receive direction and suggestion of the supervisor, and, because of more intimate knowledge of conditions of her school and because of better acquaintance with the pupils, shall she have the privilege, shall she have the right, and we may even ask, shall it not be her duty, to suit the suggestion and direction to her conditions and to her children?

Equally with the supervisor who acts the martinet and the mechanician does the teacher err who permits the imposition of the role of a puppet upon her or who supinely submits to be a mere Judy in the pantomime. Sympathy with her pupils is assumed for the teacher.

Intelligence of the teacher is also assumed as a characteristic of the teacher. The supervisor may know child nature; the teacher should know intimately and completely the children whom she is teaching. To know child nature helps to know children, but to know the children of a school is indispensable if instruction is to be adapted to them.

Disposition to compare the suggested plan with the already used practice is another way of describing the same thing. Taking pains to refer to books, magazines, authorities in the flesh if possible, the suggestions received from the supervisor, this is the sign and mark of the real student, of the teacher who profits by supervision, to whom supervision becomes a resource.

The teacher must adopt and adapt new suggestions as the result of this open-mindedness, this desire for the best for her pupils. She should be grateful for the

suggestions received. She can best show the sincerity of her gratitude through her effort to adapt the suggestion. She will report to her supervisor the result of her effort to use the modified or adapted suggestion.

A stronger teacher, a more rapidly progressing school, a better moral tone and a more expectant feeling among the teachers, and a steadier direction and a saner supervision will be inevitable results of such reactions to supervision.

CHAPTER VI.

Invigoration of Instruction Through Supervision.

Of all the superintendent's numerous and various duties, that of invigorating instruction through supervision is easily most important. This must be true because the school exists mainly for instruction. Hence means to that end are constantly sought by every earnest superintendent. Many plans exist, and all of them possess merit.

No plan has all the faults and none has all the excellences. Without claiming superior merit for the plan here described, it can truthfully and modestly be said that this plan has worked and is working. The forms here shown are the result of much trial and experimentation. No superintendent should think, however, that he can adopt any other superintendent's plan without adaptation to his own situation.

The form was prepared for use of a supervising superintendent, that is for a superintendent who spent about one-fifth of his time in visiting teachers at work in their schoolrooms. Originally written statements of observations and of suggestions were used to put the judgments of the superintendent into the hands of the teachers right after the superintendent's visit. That is the time when such opinions and suggestions carry weight and exert force.

Therefore it is entirely proper to start with the visit of the superintendent, whom we shall now call the supervisor. The teacher's room is visited and the work observed. The regular schedule of the room may be carried out or the supervisor may call for a particular

class or classes. If he is making a continuous effort to unify arithmetic in the entire system, he will necessarily ask to see that class or will visit the room when that subject is on the schedule for recitation.

The routine of procedure will be noted. The class may be questioned or the teacher's work may be supplemented, but whatever is done should be carefully noted in its proper place on the observation blank. From this blank the teacher's work is valued and proper report made to the committee on instruction and a copy put into the supervisor's card record along with the teacher's rating card.

Thus definite observations and judgments are made and recorded on standard merits or excellences. This is quite different from forming a general impression and registering that in "recollection."

A printed form on white paper is marked "original" and a "duplicate" is on yellow paper. Insertion of carbon paper between the white and yellow sheets results in making two copies of the notes at one writing. This saves time and labor.

Following the observations under "Procedure noted" come the "Commendations." Then several other spaces under or opposite headings as shown in the form. The "Commendations" are perhaps the most valuable single feature. To put something into the report the supervisor must study the school while he stays. The "Suggestions" are formatively helpful. They are also a measure of the supervisor's larger experience and greater resourcefulness. As one teacher remarked when passing judgment on the form:

"A teacher will soon see whether or not the supervisor has much on her." A series of these reports handed to the teacher by the supervisor with the spaces

(ORIGINAL)

(ANY) SCHOOL DISTRICT

SUPERINTENDENT'S NOTES OF VISITS No.——

(Numbers Refer to List on the Back of the Sheet)

——————— *teacher;* ——————— *school;*

———*grades;* ———*pupils in class; branch*———;

topic———————————.

Procedure noted:

Commendation:

STATISTICS		
GRADES	ENROLLED	PRESENT

Improvable:

Suggestions:

Reaction to suggestions:

Suggestions repeated:

Worth of work: *Time:* *Place:*
for conference on

Length of visit, ———*min.*

Date——————— *Hour*————

———————————————

Superintendent

(Printed in duplicate sets on white and yellow paper.)

(Reverse side of sheet)

EXCELLENCES OF TEACHING

NOTE—*Numbers of this list will be used in the Notes of Visits*

I. GENERAL CONDITIONS

1. Management of light.
2. Management of ventilation.
3. Management of temperature.
4. Appearance of blackboards.
5. Care of cloak-rooms.
6. Care of corridors.
7. Uses of maps and charts.
8. Oversight of grounds.
9. Care of school property.
10. Orderliness of arrangements.
11. Pupils' work displayed.
12. Floors clean.
13. Teacher offers suggestions.

II. THE TEACHER

14. Animation.
15. Bearing before school.
16. Language and expressions used.
17. Voice.
18. Preparation of work.
19. Attitude towards pupils.
20. Attitude toward work.
21. Use of supplies.
22. Use of time.
23. School reports to date.

III. THE PUPILS.

24. Properly seated.
25. Right positions required.
26. Orderly movements required.
27. Use time profitably.
28. Are responsive.
29. Are earnest in work.
30. Show respect.
31. Well-mannered.
32. Prompt.
33. Punctual.
34. Regular in attendance.

IV. THE INSTRUCTION

35. Requires comparisons.
36. Connects lesson with pupils' experience.
37. Requires independent thought.
38. Develops intelligence.
39. Adapted to pupils.
40. Leads pupils to ask questions.
41. Trains for independent study.
42. Suggests wisely.
43. Discovers weaknesses.
44. Develops pupils' interest.

V. THE DISCIPLINE

45. Develops self-control.
46. Develops self-direction.
47. Corrects by commendation and suggestion.
48. Uses fear judiciously.
49. Secures right conduct from ethical consideration.

VI. THE RECITATION

50. Arouses and sustains lesson-interest.
51. Makes all pupils take part.
52. Tests preparation.
53. Questions in correct form.
54. Answers in correct form.
55. Elicits discussion.
56. Employs drill advantageously.
57. Uses reference material.
58. Combines and socializes effort.
59. Commends success and effort.
60. Lesson plan evident.
61. Lesson plan executed.
62. Pupils criticise and evaluate their own effort.
63. Lesson assignment starts effort-evoking interest.
64. Corrects faults by commending virtues.

under "Suggestions" all empty will tell a most revealing story to that teacher.

The "Reaction to Suggestions" serves a useful purpose in tempering the tone of supervisor and supervised in the after-visit conference about the visit and the report. "Follow-up" efforts need to be carefully noted. A second suggestion that a correction be made, with the remark that this is the second suggestion of the kind that has been made, never fails to force home its gentle rebuke. Since the earlier report recorded the fact, so that certainty is possible, all temptation and disposition to denial or disagreement is removed. Here another advantage of the form comes to light. It is possible for the supervisor to quickly consult the notes of previous visits, so as to give the new visit the full force of consecutiveness.

The other parts of the blank easily explain themselves. A few have value for the gathering of statistics. If these statistics have a bearing on the instruction they should be gathered. For example, the presence of several classes seated in a room while another is reciting affects the recitation and the instruction. Should the class contain twenty or more pupils the record of that fact is quite important in explaining such an observation as "Some pupils not called on to recite."

On the reverse side of both the white and the yellow sheet there are listed under six appropriate headings, 64 Excellences of Teaching. This list can be made longer or shorter as any supervisor may desire. With beginning teachers a shorter list will be better.

With primary teachers different items should be chosen. With teachers of longer experience or in a high school more pointed criticism could be given by

a longer and more detailed list. The word criticism here means commendation and correction. Several ends can be reached with a single form if desired by using large print for the simpler teaching and smaller print for the points that are to apply to the higher and more complicated teaching work of the larger and older pupils.

Numbering the excellences consecutively makes possible the entry by number of any excellence under the commendation, or the suggestion "27 needs attention." With little labor much recording and suggesting can be quickly accomplished. The presence of the list confers these advantages:

1. It reminds the supervisor and the teacher of the excellences to be striven for in the instruction. The forgetting or the overlooking of a teaching excellence is almost impossible if the supervisor as he observes and writes his "original" sheet has the reverse side of another sheet before him.

2. The list becomes the "standard" for the supervisor and for all the teachers of the system.

3. At every visit by the supervisor it serves as a special suggestion to the teacher of the excellences listed. The supervisor can note others.

4. Procedures and practices not listed seem of doubtful or of inferior value by necessary inference and are thus discountenanced and discouraged, without a word of comment or discussion.

A further use of the list of Excellences will be found if they are made the topic of explanation and discussion in teachers' meetings. To show the possibilities a brief statement or description or judgment of several of the excellences is here made:

7. Uses of maps and charts: Wall maps ready in position when needed; not a hasty scurry for them after class has been called, usually to make the discovery that they are not in place or not in working condition. Uses maps and diagrams of the textbook. Has children prepare sketch maps. Use of maps in history as well as in geography.

21. Use of supplies: Practices economy and teaches economy, reproving waste of materials, injury to books, etc.

24. Properly seated: Seat and desk right height, overlap of desk over seat right for "plus" and "minus" distance. Pupils who are "disturbers" seated where they can do little or no disturbing, deaf where they can hear.

39. Adapted to pupils: Instruction makes sure that children get an understanding of lesson, of text, of words. Requires recitation in terms and language at the highest level of pupils' capability, so as to insure growth and the absorption of ideas and of words into the mental equipment of the pupils.

48. Uses fear judiciously: Fear to do wrong, fear to injure another pupil, fear to destroy property. Very rarely, fear of the teacher's ability to use force.

53. Questions in correct form: Questions are definite, clear, comprehensible to the pupils. Avoids "yes" and "no" questions. Avoids suggestive questions. Asks "why" frequently. Uses the constructive question, the sequential question. Does not forget that the memory question is the mere start of real recitation, but brings it to pass that what is remembered is then put into its proper connection and relation to preceding and subsequent ideas.

From these hints every supervisor will see just what one supervisor has found valuable to himself and to teachers.

The results following from the use of such a form in the ways suggested are not hard to see. The white sheet goes to the teacher and becomes her property. The yellow sheet or copy goes into the supervisor's file. If needed, this copy can be used at any time to settle any dispute between supervisor and teacher.

These "copies" are available to the proper committee of the board, and they constitute the record on which judgments of equality and value of the instruction work of the teacher are to be based. This condition has a most sobering effect upon teachers and upon supervisors in cases of disagreement of judgment, especially in cases where a teacher treats the supervision as of slight value.

A teacher whose invariable attitude had been that of indifference to the supervisor so she would say, "Well, when it comes to opinions, my word and opinion are just as good as his," changed her attitude entirely as the reports recording suggestions for needed improvements piled up against her. To the first few reports she merely remarked, "I think just as well of him as he thinks of me," and attempted no explanation or justification of the faults mentioned. Also she made no effort to correct the faults.

As the second and third reports came into her hands and she realized that there were copies on file in the office, she realized that she was defenseless against those reports which now had become accusations. Whatever defense or exculpation she might have made when the reports were handed to her she

had not "cared" to bother about. Obviously non-protest when the first and second reports were handed to her had now become an admission of culpability.

Conversely, if the reports are good and abound in commendations, those little slips are the best recommendation any teacher can take when applying for a position in another district. Every superintendent and every board member will be ready to accept the statements thereon at face value and will ask for no further testimonial from that source.

The direct results may be thus summarized:

1. The teacher knows her standing with the supervisor.

2. The teacher learns definitely and gradually what are the good and the bad points in her work as her supervisor values it.

3. The teacher can make direct efforts to correct defects, and can make specific request upon the superintendent for help to make such correction.

4. The teacher feels that she has fair treatment or that she can get it by entering a defense or by filing statements to justify her procedure, as by citing her authority for the facts or for the method used.

5. The teacher has trust and confidence in the supervisor if he uses such a plan as is here outlined. Entire candor and straightforwardness on both sides are possible and necessary. Mutual respect, trust, and confidence will result, and the relation will then be mutually helpful and satisfactory. An increasingly intimate co-operation will make the system evenly and uniformly strong and steady.

6. The supervisor's opinion is given as sound a basis of scientifically observed fact as an individual judgment ever can have.

7. Shortcomings of any teacher can at any time be given special attention if intensive supervision is deemed preferable. The study and tabulation of the observations will reveal the right questions and topics for the teachers' meetings.

8. At any one visit only a few of the items or qualities are observed and criticised, yet the entire list of desirable qualities is before all the teachers of the system all the time, acting continuously as a standardizing force. If all the qualities of items were rated and criticised, the sense of discriminating criticism would be swallowed up by the impression of triviality; the proceeding would have a strong resemblance to mere fault-finding.

9. The discussion of the list of excellences in teachers' meetings helps a body of teachers to a unity of aim and effort because there is concurrence of opinion.

10. The entire teaching effort of supervisor and teachers is held steadfastly to a true aim.

11. The chances and temptations to pettiness of action, to whimsicality, caprice and variableness of disposition, are reduced to a minimum. Supervision stays on the professional level most easily. The personal equation is almost eliminated. Hence the supervisory work wins and holds the esteem and confidence of the school board quite as certainly as of the teachers. "The system has reduced the complaints from teachers more than half" was the gladly spontaneous testimony of one school board.

12. Inspiration and successful invigoration of effort follow directly from definite suggestion. Inspiration is a spiritual process and this plan shows the definite phases or aspects of which it consists just as the chemist finds the savor of salt to be composed of chlorine and sodium. The "inspiration" consists of showing what to do and of starting the belief that the particular teacher being supervised can do it.

13. The plan readily wins the willing support of the teachers working under it. Thence will follow unity of effort, concert of aim and purpose, agreement as to the worth of results, and this will be the realization of the hope and desire of every supervisor, namely, a harmonious and accordant group of working agents and agencies.

14. The development of a sense of dignity and of responsibility on a professional basis, to think of supervision of instruction on the purely personal level and to regard its deliverances of judgments and opinions on personal grounds makes teaching a worry and an irritation. To think of it as a professional activity opens the way for satisfaction, for invigoration and inspiration as the passion for a fine art.

The success of such a plan may hinge on the "personal equation" of the supervisor. If he tries to conduct it on personal grounds, it will fail. If he can lift it into the professional altitude and maintain it there, the question of success or failure can not arise. Instead the question will be that of degree of success. Requirements are definite, and "delivery of the goods" can be equally definite; that is what makes the plan work. Rural school standardization which is spreading so rapidly, has this advantage over all the decades

of agitation for school improvement. Standardization tells definitely what to improve. So with supervision for definite purposes. The combined and concentrated effort to secure particular excellences is still an effort to get good teaching, but it is an effort to make the teaching not merely "good," but *good for something,* and the something is clearly stated.

CHAPTER VII.

Self-supervision by Teachers: What Supervision Is Not.

Self-supervision was the earliest form of supervision of teachers, and it is still the most prevalent form. The supervisor who is most effective now is the one whose visits, suggestions, conferences, lead the teacher to be consciously critical of her own efforts.

This state of mind produced by supervision should make the supervision a success; this state of mind not aroused and developed in teachers under supervision signifies that the supervision is of the detective variety; they are hoping to avert being caught in poor work and the supervisor is trying and hoping to catch them in the act. It is due the fine art of supervision and the finer art of real teaching to disown such detective procedure as supervision and to deny it the use of a worthy and noble name. It never was and never can be supervision of instruction.

Realization of the ends of supervision of instruction must awaken hope and aspiration in the teacher and not develop a low species of cunning and calculation, namely, the cunning and calculation to outguess the supervisor, or the cheap and tawdry courage and daring which takes a chance on bluffing, that is, on deceiving the supervisor.

Categorical definition of such work is not here demanded, but it is not supervision of instruction. The alleged act may be called by that name, the official may have that title and may hold that office, and the teacher being watched may be officially under surveillance. Form only is supervision of instruction.

Every other part of the performance is mere "cat and mouse" procedure, the mouse trying to escape and believing that it can escape and the cat trying to catch the mouse and believing that it will catch the victim finally. Supervisors who climb to lofts to observe teachers through ceiling ventilating apertures, who stand on step ladders to peer in through transoms or cloak rooms, who insist on windows in classroom doors so that teachers may be spied as the supervisor passes through corridors, who invite visitors to report on the conduct of teachers, who question pupils, etc., these practice mean, contemptible and despicable "surveillance," which has been and still is delivered to some communities as supervision of instruction.

They are degrading and insulting to teachers; they are quackery and deceit palmed off on a community and a board of directors, and they debase and degrade the quack and mountebank who hopes to deceive his employers by the game of bluff which for that school and for that system is called supervision. Probably the generous construction to put upon such work is that the person is doing the best he knows or is capable of doing. Intention may be good, but good intentions can not become a substitute for an understanding mind and a quickened sympathy.

The person whose supervision is of this kind in spirit and practice is doing much evil in the world and is making not only teachers and pupils unhappy, but is also rendering himself uncomfortable and most thoroughly disliked and detested, as meanness always does and as it should do. Perhaps the state of mind which suspects teachers of "not delivering the goods" is the direct concomitant of an unacknowledged awareness that the supervisor too is not "delivering the goods,"

that because the "supervision" is a bluff and the "supervisor" a bluffer, therefore the teacher too must be judged from that point of view.

Supervision operated on this plane with such ideals brings nothing but bitterness and disappointment. Inspiring supervision must help the teacher; it must commend what is commendable in her work; it must arouse and keep alive the belief that for that teacher effort to do better and still better work is worth while; also to the belief that the effort is worth while must be joined the resolution to make the effort. With a consciousness rearoused and recharged after each visit of the supervisor, supervision has started on its way of success and contentment, and many times on its way of triumph and supreme happiness for the teacher and for the supervisor.

As teaching preceded supervision, so self-supervision must still be a part of the reaction of the teacher to her own work. Ceaseless judgment of her own work, continuous asking, "How may I do this lesson better next time?" "What a fine thought for use when I teach my next lesson!" such expressions and meditations were part of the consciousness of the excellent teacher before the days of official supervision, when the real teacher was endeavoring from a sense of the sacredness and worth of her office to make her work of each day better than that of the preceding day, was seeking, studying, working to make her instruction "ever better."

Teachers had such a spirit before supervisors were deputed to visit the schoolrooms, nor was it the absence of such spirit which would have instituted supervision, which can institute it or which could either maintain or institute supervision of instruction in the

future. If figures could be secured, it would be interesting to learn whether a larger proportion of teachers or of official supervisors are lacking in this spirit of improvement and determination to grow. However, that is not the problem here opened.

To self-supervision we must provide first, the requirements and expectations of the persons in authority, and a gauge by which to determine progress and to measure degree of success of effort. Merely to say to teachers, "Do your best," will not induce self-supervision. The teacher must know what is best, so as to be able to decide in what respects her plans and methods are not best, as well also as to see in what respects she has already found the best way or how near she is to it. Standard procedure must be indicated to the teacher or no self-measurement is possible.

The teacher under supervision learns these standard requirements gradually as the result of supervisors' visits and criticisms. For both classes of teachers a copy of expectations and requirements will be helpful and will totally remove that later plea in justification of continuance of faulty procedure, "I did not know what was expected of me." Steady growth of the teacher must be the result of conscious effort due to inner striving rather than as the result of effort to attain outward conformity. That is, desire for improvement is of the spirit, and must be a spiritual longing, a fervent desire.

Constant, steady effort can not be aroused except as a spiritual appeal. Whether or not the teacher is under official supervision or under self-imposed supervision can not be accepted as changing the requirements for growth. Both teachers must care for and must subject their work to their own criticism, and

usually it is more merciless than the criticism of the "official" supervisor. Hence a statement of expectations, objectives, procedures, is the first requirement for the teacher who would like to pass judgment on her own work.

The teacher who has no supervisor to provide such a scale can arrange her own, or can use a scale prepared by some authority, or may use the suggested scales shown in this discussion. Self-supervision must have a definite standard of excellence toward which to strive for comparison and evolution of daily effort.

With objectives named, with procedures described, how may the teacher measure the success of her effort? Very briefly it might be replied that when attaining the goals set in the standard statement, she may properly assume that her work would pass for excellent work.

For the teacher who is sincere and earnest enough to want to reach the highest possible point of excellence it will not be necessary to state that care is needed to know reality from appearance here as elsewhere. Honesty of judgment is sure to be present where there is honesty of endeavor; conversely, insincerity of endeavor is most likely to beget easy acceptance of sham for reality. Some one on the outside may be able to detect the difference, but not so quickly nor so unfailingly as the teacher herself.

Measurement to be valuable must have sincerity of desire and purpose on which to base itself. This honesty of purpose is again a spiritual attribute. Having the attributes of soul already mentioned, namely, desire to know the best, willingness to strive for it, and belief that it is attainable, is a quite dependable pre-

requisite for the sincerity of effort which can be trusted to deliver an honest judgment as to whether or not the effort has succeeded.

Still better is it if the supervisor can discuss and elaborate the standard of requirements with his teachers. In such discussion it will be possible to describe specific cases of attainment or of failure, which ought to be accepted as typical and concrete description.

This detailed presentation is not usually feasible in written or printed tables since it unduly lengthens the forms. Such forms should be brief, clear, and easy of quick consultation. Long, exhaustive meticulous directions, outlines, syllabi, and so on, are a distinct imposition on teachers. The teachers' meeting should supply the details, the printed or written form should contain the mere outline. The standard of excellences of instruction (enumerated in Chapter VI) has been used with a body of teachers. The table can be printed on a card or mimeographed on the backs of supervisory blanks whose face is used to note happenings when the supervisor visits the room of a teacher.

If such a table be put into the hands of teachers, whether of a city or a county or a state even, the supervisory authority multiplies its visits and its influence many times with the teachers who desire to become better from day to day. This list can be consulted, it is at hand and is consulted, it is encouraging and stimulating as well as thought-provoking, and hence wins willingness to refer to it. Lying on a teacher's desk, pasted into her plan book, or used as a place marker in the plan book, are several of the best uses to which such tables have been put by teachers.

Here the spirit of the supervisor is always present when work is being planned, he visits the teacher's

room not merely every day but many times a day. Again, by use of the numbers, any point needing special attention can be easily noted and steadily stressed and regularly followed up by teacher and supervisor. Success and its excellent tonic effects will be indicated for the teacher as for the supervisor, and for the teacher without the supervisor, as more and more of the excellences noted become characteristic of each day's work, characteristically present in spirit as well as in letter.

By stressing one or more of the glaring shortcomings of a school or of a teacher, success is sure of attainment, encouragement will follow the smaller successes, and school, teacher and supervisor will be permeated and possessed of that finest spiritual attribute, awareness of honesty and sincerity of effort and consciousness of realization of the goal sought. Money can not buy such satisfaction, only the sincere desire in process of realization can confer it.

The experienced teacher has such a standard for herself wrought out of her experience. The beginning teacher will be mightily helped by such a standard statement. The inchoate acquirements and attainments of the period of tutelage will be speedily clarified and defined in the process of experience if the standard table guides the experience and secures its gradual integration into practice.

The belief that, being a trained teacher, you need no supervision has received many hard knocks at this point, but they have not been frequent enough and have not been hard enough to make us realize that the theory learned in the normal school needs to be specifically shown what is expected to be the form of the practice of the schoolroom.

Was it not the recognition of this fact which has justified the process known in normal school as "critic teaching?" Cadet teaching has an unmistakable advantage over every other form of teacher training just because it realizes the importance of applying criticism so as to make the practicing cadet self-critical rather than dependent on the crutch of supervisor's criticism. Growth in ability to be critical of self is the finest test of the growth of the teacher; reading and passing examinations on books of pedagogy may have this truth wrapped up in it as an assumption, but the truth very often fails to disclose itself.

An unmistakable test of the success of supervision, therefore, is the making of the teacher desirous, willing and capable to criticise herself; that is, to apply the supervisor's criticisms.

CHAPTER VIII.

Supervision of Instruction by a Teaching Principal.

Usually the principal who has but few teachers and who must therefore teach all day himself feels that supervision is for him impossible. There is a form of supervision possible to such a principal which is far better than no supervision.

Technically it might be called directed self-supervision. That is, if the principal will talk the matter over with his teachers and if they will agree as to certain improvements or changes in methods and procedures which are to be inaugurated, the changes or innovations can be listed, each teacher provided with a copy of the list, and then each teacher keep a check on her own work as to the degree and extent of her own conformity with the changes agreed upon.

The adoption of a regular supervisory scale of merits will usually follow directly from such a start to incorporate definite improvements. Most teachers will be quite willing to check up on their own work according to the list and to report to the principal what success has attended their efforts, and especially to ask questions concerning difficulties encountered.

This questioning and discussion between teacher and principal is supervision of the best kind. Before school on some days, after school on other days and at still other times the teaching principal can arrange his teachers' conferences for supervision, can present his table of merits, can explain and define them, can inspire his teachers with a desire to embody in their

work the excellences which he enumerates and defines, and can even help them to become self-critical so as to pass judgment on themselves and to report to the principal what is their own judgment of their success.

Many principals who teach all the time have such a spirit among their teachers now. Many supervising principals have no spirit of gratitude for supervision among their teachers, much less a spirit of joyous self-criticism. The difficulty is not one of time alone. It is far more a difference of attitude of the principal.

If the principal's supervisory meetings and conferences are helpful, the whole procedure will be welcome; if his conferences are disheartening, the whole procedure will produce misery all around. Given the right spirit, and the teaching principal can institute and maintain very wholesome and effective supervision begotten in the ideal spirit.

The following form of card has been used with good results in all cases where teachers passed judgment on themselves:

TEACHERS' SELF-JUDGMENT QUESTIONS:

To the Teacher: Your superintendent must form judgments concerning your work on the questions asked on this card, to make a report to the board of directors. *Can you give a favorable report on yourself?* If so, his work and your own will be very pleasant and satisfactory.

I. CARE OF PROPERTY: Is there evidence of care for school grounds? ..... Out-buildings? ..... Furniture? ..... Textbooks? ..... Maps and reference books? ..... Flag and flag equipment? .....

II. HEALTH AND COMFORT OF THE PUPILS: Is light managed and controlled for best sanitary results? ..... Is temperature of the room watched and

regulated? ..... Is the ventilation cared for? ..... Are the pupils seated in seats and at desks suited to their size? ..... Are sanitary precautions apparent about toilets, drinking water, cloak-rooms, etc? .....

III. USE OF TIME: Is the time of the teacher used to best advantage? ..... Is the class time of pupils used to the best advantage? ..... Is the seat time of pupils used to the best advantage? ..... Is the seat work and the home work of the pupils used in the recitation? .....

IV. RECORDS: Is the school register completely up-to-date in its entries? ..... Are the averages and percentages computed to date? ..... Is there a note of record of visits to the school? .....

V. DISCIPLINE: Does it secure obedience? ..... Does it lead to self-control and self-direction? ..... Is it an appeal to love of right or to fear of punishment? .....

VI. INSTRUCTION: Is it suited to the development of the pupils? ..... Does it make pupils think or merely recall? ..... Is the teacher following the course of study? ..... Is the teacher instructing children or is she teaching subjects? .....

VII. TEACHER'S ATTITUDE TOWARD SUGGESTIONS: Does the teacher try to understand suggestions or begin to offer excuses? ..... Is the use and application of former suggestions evident? ..... Are there signs of growth and improvement in the work of the teacher? .....

It is suggested that the teacher look over the card frequently and record her answers on a sheet of paper under each head. Progress will be shown by the increase in yes's. If desired, a percentage standing can

be worked out so that the teacher is rating herself just as a superintendent rates his teachers. A percentage of less than 75 on this series of questions should make even a beginning teacher dissatisfied with herself. An excellent teacher would score 100 on a more searching and more exacting set of questions.

Such a form modified to suit the principal's ideas is a good start. No principal need wait for an entire school system to start systematic supervision. Each principal, with the cooperation of his teachers, can institute supervision for his building. Nor need he wait for all the teachers to concur in the plan. A few teachers agreeing to the plan and helping to prepare the list of excellences is such a fine application of democracy in supervision that all will become interested. Soon the help and encouragement received by the teachers who are cooperating will be reported to the non-cooperating, and the desire to "get into the game" will bring them in also. This is not mere theory; practice has demonstrated the truth of this statement.

The teaching principal who thus initiates supervision and gives it a good name in his school has proved his fitness for larger supervisory responsibilities, and may feel sure that his work is certain to be recognized. Supervision is destined to play an even larger part in school administration, and the young man who is proving himself a gifted supervisor, and who is learning the game by practice and by finding his own opportunity will be sought out for the larger responsibilities of supervision.

CHAPTER IX.

Supervision of Instruction: the Special Teacher-Supervisor.

The first and foremost duty of supervision of teaching is to make the teaching more productive of development for the child; the child must be able to learn more in a given time with supervision than he could or would learn without supervision.

How shall this duty be most easily and most prolifically performed? This problem has confronted every school superintendent, or is confronting many superintendents, and will face every new man who comes into the superintendency.

How shall teaching in the special subjects be made and kept fresh and vigorous? Many answers are possible, and each will have virtue. No one answer will contain all the excellences. One successful attempt can be described in the expectation that it may help inquirers and also in the hope that other students of the problem will feel encouraged to recount their experiences in this field.

For the sake of definiteness and brevity the expression special teacher-supervisor should be used. Brevity suggests teacher-supervisor. This will mean a special teacher who sometimes teaches a class to show how certain lessons should be taught, and who sometimes observes the grade teacher doing the work and then suggests modifications to improve the teacher's work.

The very large school system, of course, has the supervisor who never teaches a class but who depends

upon special teachers to do that work. The small school system must get along with the teacher-supervisor, hence that procedure justifies this attempt to tell about one way to make the work produce results.

How much time for teaching and how much for supervision? How shall the teacher be apprised of the results of the supervision? How shall the superintendent be informed of the results? When and how shall needed advice and guidance be given the teacher by the teacher-supervisor? When by the superintendent? These questions show just what must be described to make plain the form of procedure.

The advantage of combining the special teaching and supervision of one subject or branch is that the quality of both the special teaching and of the supervision is likely to be much better that way than to have one person act as special teacher and supervisor of several subjects for any unit smaller than the whole system. Both practices are in vogue, but there is no doubt as to the better plan. How shall the time of the teacher-supervisor be apportioned between teaching and supervision?

No purely mechanical answer is satisfactory. It is usual to say one supervisory lesson to so many teaching lessons. This is a purely arbitrary, purely mechanical arrangement, an arrangement on a level upon which supervision works very poorly or not at all. Supervision is an art of the spirit, and spirit does not readily suit itself to mechanical restrictions. "It bloweth where it listeth," we are told.

The real artistic procedure is for the teacher-supervisor to teach the beginnings of topics or the critical aspects of topics, or the entirely new aspects of topics. The time units chosen are generally determined by

the arbitrary division of school work into weeks. We have not thought it necessary to find out by experimental determination whether once a week is too often or not often enough or is just right for special subjects to be on the program, nor what is the maximally productive frequency of supervisory visits. Need for small outlays of school funds has had much to do with the matter of frequency also. If the visits are made infrequent, one supervisor can visit many teachers. The best way to make clear what can be done will be to tell it just as it might happen, since that is the way it has happened.

Suppose a school system with 180 grade teachers who need to be directed in each of three special subjects, writing, music, drawing. On a purely mathematical basis, each supervisor can visit nine teachers on each of the 20 days of the school month, and will then visit each teacher once a month, seeing just nine teachers a day. Artistic variation is possible, so that occasionally ten or eleven teachers may be visited in a day.

This will leave some other days with free time for special visits to rooms where there are substitutes or new teachers. Some such schedule is usually followed for the simple reason that that is the way it works out. This makes clear that prevailing practice is purely empirical, and will inform some superintendents that there is both need and opportunity to substitute trial and experimentation so that the best way may be found.

It is perhaps not presumptuous to risk the statement that eventually we will find that supervision has little correlation with calendar months and much need

to regard the topic and subject unity of the special branches of study.

One consideration that will need to be borne in mind very carefully is whether or not the school system which is at work on this problem is just starting special teacher-supervision, or whether the plan has been in operation for some time. Any school system which is just beginning the specialization in this way will need to impose relatively much special teaching and relatively little supervision.

As rapidly as the teachers in the system acquire confidence and skill, so rapidly the special teaching may be diminished and the supervision increased. After several years, there should be very little need for much special teaching except with the new teachers taken into the system. If the teacher-supervisor works with that goal in view most of her special teaching will be called for and will be needed by new teachers who have had no training or no experience in teaching the special subjects. With these exceptions, it will generally be safe to let the teacher-supervisor decide for which teachers she should teach and how often she should teach.

Some very successful teacher-supervisors teach for part of a period and let the room teacher take the class for the rest of the period. This is exceptionally good for the beginning teacher under a teacher-supervisor. Of course every school system that is careful to admit no teachers except those who have had training and experience in the special subjects, will reduce the amount of special teaching needed, but will have just as great need of supervision.

Wherever found in a school system, the teacher-supervisor should find less and less need for teaching as she works longer in the system, unless each year brings a large percentage of new and untrained teachers into the system.

An old-time description of a good teacher was, "The best teacher is he who most rapidly makes himself useless (unnecessary) to the pupil." This is saying that the good teacher trains the child to help himself more and more and to need less and less help from the teacher.

This is exactly what the teacher-supervisor must try to do for the room teacher. If the room teacher is becoming stronger and more and more able to teach her own classes in the special branches, then the teacher-supervisor is doing very good special teaching and supervision.

If at the end of any school year the room teachers are no more capable in the special branches, and if the following year they will need just as much help as in the preceding year, then teacher-supervision has not helped the system at all, though the children have profited, of course. As to supervision, the test of its success is whether or not it makes the teachers of the system better able to do work of a high degree of excellence. Shall the teacher-supervisor be a permanent part of a school system?

One teacher says, "I can not teach drawing;" another teacher insists that she can not teach writing succesfully although she knows that she can teach arithmetic interestingly and successfully. Do such conditions justify the employment of special teachers to make up the incapacities of the non-singing, non-writing, non-drawing teachers?

To say "yes" will saddle a rather heavy expense upon the school system. If the room teacher is not learning to do the work under the guidance of the teacher-supervisor, it seems like a clear waste of money to hire a special teacher while the room teacher does nothing. Therefore good housekeeping forbids such an arrangement on the basis of permanence.

Again, many room teachers object to the special teacher because there is damage to the order of the school due to the change of teachers. These two objections should be enough to warn any one who has not begun the plan. Usually the new teacher can be better helped by a few special lessons in self-help from the teacher-supervisor.

This problem is linked up with the problem of whether we shall in the future keep up the one-room one-teacher plan of development or whether we shall replace that form of organization with more and more of the platoon organization. If we follow the one-teacher one-room plan, then it will be increasingly required that the room teacher shall do all the teaching work of her room except as the teacher-supervisor of special subjects may teach an occasional new lesson, let us say of some new and different phase of a special subject.

The one-room one-teacher plan has its strength in the fact that it satisfies the child's feeling of unity of his consciousness and supplies his developmental need to see the relatedness of ideas, both within the specialty and of the specialty with other branches. No system which runs to "specialized" teaching in the grades can be even tolerably satisfactory in this respect. The frequent change of teachers during the school day, now

for one specialty now for another, does not give the child the consciousness of unity and continuity of experience and of learning, nor does it ever enable him to see the relatedness of knowledge unless he discovers it for himslf. His over-specialized teaching thinks the work of teaching the specialty too important and generally the work of bringing out the correlations "is not my work."

The special teacher will not admit and will not assume responsibility for instruction of correlation with other subjects with her specialty except incidentally, which is accidentally, which is almost never.

Under this system the child passes through layers of consciousness each day, but the layers are separated by non-conducting strata of other experiences. To consciously realize his identity during the day's routine of changes of teachers and subjects, the child must be able to pass forward and backward through the day's experiences from time to time, must be able to feel and to be aware of the "ego" in it, or for him the "I" and "my" and "me" will not arise in consciousness. Then only his play is developing his awareness of his personal identity.

Hence the growing child needs to stay with one teacher so that all the day's lessons shall be tied together into a single string of consciousness, as if the day's experiences had been a continuous moving picture. The layer consciousness or the separate picture plan of developing thought resembles the adult's awakening from a dream. Dream and actual experience can not easily be separated from each other. If it seems likely that the one-room one-teacher plan of organiza-

tion is to continue, there is warrant for the organization of teacher-supervision in every school system that can afford it.

The teaching duties of the teacher-supervisor are necessary because in every school system there are teachers, even some of long service, who can not teach the special subjects or who think and say they can not teach them. Hence the special subjects must be taught to the classes of these teachers by a special teacher, or the pupils must lose the instruction, which is not permissible since supervision is under especial obligation to equalize the instructional opportunities of the children.

Only the new presentation, or the presentation of new aspects or of new methods should be the teaching responsibility of the teacher-supervisor. The drill or necessary repetition of such lessons as music and writing, or the completion of such work as drawing, should be the responsibility of the room teacher after observation of the special teacher's start of the work and especially after consultation with the teacher-supervisor as to the purpose and methods to be used in any case of series or set of lessons which together constitute a unit.

While the teacher-supervisor is making these presentations, is doing this model teaching, the room teacher must be observing the process so as to become capable of continuing the work begun or of repeating the exercise given. The teacher-supervisor is teaching to permit the untrained room teacher to become able to do her own teaching in the subject under the guidance of the supervisor.

The success of the special teaching is to render the room teacher capable of doing the work in the specialty with guidance and direction by the supervisor. If the room teacher needs less and less teaching of her classes by the teacher-supervisor, then she is becoming stronger and the system is becoming more stable and self-sustaining, since the less teaching the supervisor must do the more supervision she can take care of. Under the careful direction of the teacher-supervisor the room teacher becomes stronger, self-helpful and independent of crutches.

The supervisory duty of the teacher-supervisor may require her occasionally to teach a type or model lesson or to present some new and recently devoloped feature of the special subject. Here the teaching of the supervisor will end.

The more valuable service of the supervisor is to awaken belief in capability of achievement and desire of achievement in the special branch, to set up standards of achievement suited to the conditions of the work in the school system, to bring to the teacher a reserve of knowledge and of devices which the supervisor possesses only because of better training and of longer experience.

Although the room teacher is continually admonished to keep up to the times, the teacher-supervisor must assume this responsibility within the field of the specialty. The room teacher should read books and magazines, should attend institutes and conferences for new ideas and plans. So must the supervisor, and it is distinctly the supervisor's obligation to select and to adapt these new ideas to the previously adopted sys-

tem. The supervisor made or helped to make the original plans; additions, changes, omissions from those plans are the supervisor's work.

Given the 180 teachers, given teacher-supervisors in writing, drawing and vocal music, how shall the teaching-supervising be done to improve the teaching both present and future?

First, a program of visits to schoolrooms must be arranged. This must show on which school day each supervisor shall visit each school building. This program must be made by the superintendent, or must certainly have his approval. Otherwise it will happen and happen frequently, that several supervisors will visit the same building on the same day or on following days.

The time between visits of supervisors needs to be most exactly and most evenly distributed. Supervision must be stimulating and not irritating. "Oh, for a week of freedom from supervisors?" was one teacher's prayer to her superintendent in a school system where the supervisors tried their best to suit their programs to each other, but felt at liberty to make changes when they pleased. A schedule rigidly adhered to is desirable and necessary.

What takes place when the supervisor visits a schoolroom? The supervisor observes the work of the teacher, makes notes and forms a judgment as to the worth of the work observed. To do any good this judgment must get into the teacher's possession. What shall be observed? What shall be recorded? How shall conference between room teacher and supervisor

be arranged? The form here inserted answers these questions.

ANY SCHOOL DISTRICT

Notes of {special / regular} visit of the Room of

Miss....., teacher of
.....grades, ...School, on
a. m.....p. m.....
.....19...., a. m.....p. m.....

I. SUPERVISOR: II. TEACHER:

a. Taught .....Min. *a.* Taught .....Min.
b. Observed .....Min. *b.* Observed .....Min.

NOTE—*Check item or enter your judgment.*

III. RESPONSE OF PUPILS:

a. Attentive ..... *d.* Enthusiastic .....
b. Try ..... *e.* Indifferent .....
c. Work hard ..... *f.* ....

IV. ATTITUDE OF TEACHER:

a. Enthusiastic ..... *c.* Neutral .....
b. Interested ..... *d.* ....

V. RESULTS OBSERVED THIS VISIT:

a. Excellent ..... *d.* Unsatisfactory .....
b. Satisfactory ..... *e.* ....
c. Improving ..... *f.* ....

VI. CONDITIONS FOR WORK:

a Favorable ..... *b.* Unfavorable .....
c. .... *d.* ....

VII. MADE SUGGESTIONS TO TEACHER:

a. Yes? ..... *b.* No ? .....

VIII. FORMER SUGGESTIONS USED:

a. Yes? ..... *b.* No ? .....

IX. TEACHER MADE SUGGESTIONS TO SUPERVISOR:

a. Excellent ..... *c.* Not usable .....
b. Usable ..... *d.* ....

X. TIME FIXED FOR CONFERENCE WITH TEACHER:

Date?..... Hour?..... Place?.....
.....

REMARKS:

Signature.....
Supervisor
Special Teacher
of.....

Obviously all teachers visited and observed will be judged on the same points. Variability of the supervisor and supervision is thus as nearly eliminated as is humanly possible. This judgment of all teachers of a system on the same points is local standardization. Each superintendent and supervisor can modify or substitute as seems to him wise and desirable. The points as shown in the foregoing form have been found comprehensive enough for supervisors and entirely satisfactory to teachers.

No comparison of teachers is fair or significant if it merely records "fair" or "satisfactory" or "excellent," if the one term is to represent the teacher's complete characterization by the supervisor. As observation proceeds and as the judgments are formed, the supervisor enters them according to the judgment formed. If the terms listed seem inadequate, the supervisor may select another, so that dead level of mechanical procedure is obviated, and spontaneity is given a fair chance.

The gain to the teacher, to the supervisor, and to the system is beyond the belief of most persons who have not worked under such a system. The teacher learns at once just what is the supervisor's opinion, for an original copy on white paper is given to the teacher as her property, and a duplicate yellow sheet made by using carbon paper under the original sheet while it was being written, remains in the supervisor's possession to be filed in the office where the superintendent can look up any teacher's record in any of the special subjects.

The supervisor discharges her obligation immediately by handing the judgment to the teacher, and also immediately begins to plan how to help the teacher.

The superintendent can also immediately start to commend or to correct the teacher. The children profit since the teaching becomes better, and the system profits because the teacher is becoming a better teacher. If the teacher needs more time and help than a swiftly spoken word, the conference of supervisor and teacher can be definitely fixed. The check is just as real on the supervisor as on the teacher.

To report the room teacher a failure at the end of the term will be more embarrassing to the supervisor than to the room teacher if the periodical observations of visits to the teacher's room show good work or show no suggestions made and no conferences held with the teacher. The replies to items VII, VIII, IX and X will be most helpful to the superintendent. Item X makes sure that the teacher's own native capabilities and powers shall not be disregarded nor depreciated. Thus both teaching and supervision are vitalized and invigorated.

At the end of the month the supervisor makes a monthly report to the superintendent on the form shown on page 85.

From this report by the supervisors the superintendent can learn just which teachers are growing and which standing still. Here commendation is proper and always productive. Suggestion for improvement may be and usually is productive if the suggestion is concrete and practicable.

To the careless and indifferent teacher the reports will guide the supervisor without loss of time. The prophet Nathan's rebuke to David was crushing because the prophet could say to David, "Thou art the man." Slowness or slackness of teachers is promptly

ANY SCHOOL DISTRICT.

Monthly report of.....
Supervisor

Special Teacher of.....

for the.....school month, ending

.....19.....

1. Number of days spent visiting schools?.....
2. Number of days spent in office work?.....
3. Number of days absent from work?.....
4. Number of regular visits made?.....
5. Number of special visits made?.....
6. Number of rooms whose results were satisfactory or better? .....
7. Number of rooms whose results were unsatisfactory or worse? .....
8. Write names of teachers and schools whose work is notably improving, on the back of this sheet under the heading VIII.
9. Write the names and schools whose work is unsatisfactory or worse, on the back of this sheet under the heading IX.
10. No. of rooms where conditions were favorable?..... Unfavorable?.....
11. Suggestions given to teachers: number "yes"?..... "no"?.....
12. Number of lessons taught?.....
13. Number of lessons observed?.....
14. Number of teachers' meetings held?.....
15. Number of conferences held with individual teachers?.....
16. Number of teachers made suggestions to supervisor?.....
17. Enter remarks on the back of this sheet.
18. Have you replied to all the questions?.....

Respectfully submitted,

.....

Supervisor.

Place.....

Date.....19...

detected and can be quickly made the subject of a special conference.

In the conference, the teacher discovers the supervisor's wider experience, wider grasp, and the fuller knowledge. The teacher can supplement her own knowledge of subject or of ways and means by drawing on the supervisor's and even by drawing on the superintendent's if that be still broader and longer than the supervisor's. Thus the teacher will have more to give the children, and the system is stronger because all of its resources become available for every need.

To the superintendent the notes of observations which the supervisors file in their card index with the teacher's record, are most informing, as are also the items of the monthly report. If items 5 and 11 were very small or entirely blank, what would that tell the superintendent about the supervision? Every summary of the month's visits as reported by the supervisor is a great enlightener to the superintendent as to the work not only of the teacher but of the supervisor's also.

If teaching is improved, if the teacher is made stronger, if the supervisor is made more alert and more studious in devising the right kind of guidance to give, and if the superintendent is wiser and better informed as to the school system, have we not here a form of procedure which makes teaching, supervision, and superintendence productive?

CHAPTER X.

Ethical Relations of Supervised and Supervisor of Instruction.

Since supervisor and supervised are human beings engaged in a human occupation, there must be certain rules or principles of right which regulate or control the relations of these two persons in their work. The supervisor has rights, as being in authority and responsibility. The supervised also must have rights growing out of the imposed obligations and duties. Supervisorship assumes larger knowledge, more varied experience, acquaintance with a greater variety of facts, better preparatory training in possession of the person clothed with authority to direct the work of instruction.

Since the common aim, the vitalization of instruction, must animate both supervisor and supervised, the better preparatory training must have included "the art of instruction;" it should also include wider human experience. From this superior equipment of the supervisor the supervised will be able to get help when needed, will be glad to accept suggestions and directions when proposed, will confidently invite criticism, and will cheerfully accept condemnation if need be. The supervised may be and often is entirely the equal of the supervisor in earnestness and devotedness of purpose, in diligence of application, in sympathy and in enthusiasm for the work.

Mere difference in rank or authority is sometimes the conception of supervisor and supervised. This understanding of the relation is entirely wrong and

wholly mischievous. Neither supervisor nor supervised can hope to give the best service to the child and the school with such an erroneously conceived idea of the relation.

Authority will very infreuqently be the recourse of the good supervisor. Instead, wider knowledge, finer skill of adaptation, will win acceptance and adaptation of the supervisor's directions or suggestions. Should irreconcilable difference of opinion arise, then authority must be exercised, and even then "a certain sweet reasonableness" is the better way because it is the more enduring way.

The supervisor who relies entirely upon power and authority to secure compliance with directions and suggestions, will, of course, utterly disagree with the considerations stated in this section as applying to the work of the supervisor and supervised. Teachers (the supervised) are very sure that there should be very explicit agreement on the points covered by the principles enumerated. Many supervisors are willing to admit the need for observance of some of the principles.

Simple truth compels the statement that the supervisory office is in process of determination and of delimitation. Some time we shall probably come to an agreement or formulation of principles of right or ethics which should control supervision of instruction. Agreement has not yet been reached if it has been undertaken.

Inquiries from supervisors disclose the fact that some supervisors have no awareness that such principles might exist, and others are ready to admit that they observe a few clearly recognized principles in their practice. The better and best supervisors ob-

serve all the principles hereinafter enumerated even if they are not fully conscious of just why they do as they do. Mostly, when asked the reason for some form of procedure, the reply comes, "Because that is the way I should like to be treated." The reply shows respect and obedience to the very highest ethical requirement, namely, to the Golden Rule of the Master.

In a code of professional ethics adopted tentatively by the Pennsylvania State Educational Association this provision occurs: "The superintendent should be recognized as the educational expert of the system. His recommendations should be followed in matters pertaining to the school policies, the selection of textbooks and teachers, and the formation of the course of study."

Here we have the assertion of the authority of the supervisor which was stipulated in a foregoing paragraph. "His recommendations should be followed," has direct application to the suggestions and directions which will be given to teachers in their capacity as governors and instructors of the school. Recalling that supervisors may be the superintendent or any person clothed with supervisory authority like the superintendent's authority, our problem becomes, "To what circumstances, conditions, or procedures does the 'should be followed' apply?"

"Should be" applies to these considerations:

1. The supervised has the right to know on what merits, excellences, or faults the work of the teacher is to be appraised or judged. The supervised has the right to know just what is expected. This imposes the obligation of information, explanation, illustration on the supervisor. On the supervised it imposes effort to know, to learn and to understand and appreciate

the requirements of the supervisor. "I did not know that was expected of me," can not be put forward as an excuse or a self-justification if both supervisor and supervised fully meet the obligation of this first need for fair play on both sides.

2. The supervised has the right to a difference of opinion, but must support it by reference to authority or to accepted and established practice, or by unquestioned excellent results of the variant practice. Pending an adjustment of the difference of opinion, the supervisor's opinion must prevail and must be put into practice unless the supervisor makes a different suggestion. Meanwhile supervisor and supervised should each be busy in search for fuller and firmer confirmation of the several opinions which are in conflict. This principle must be acknowledged so that the individuality of the supervised shall not be entirely smothered and suppressed. The supervised may be right; what a gain to that school system to have that acknowledgment and to have the right practice, method or facts incorporated in the work of all the teachers!

3. The supervised has the right to know what is the opinion of the supervisor concerning any work observed. This alone puts the work on a basis of intelligent effort to continue the commendable, to remedy the remediable, to discontinue the condemnable. This opinion may be imparted in a conference or in writing, but in one way or another it is the due of the supervised. Failing to deliver such a judgment, the supervisor falls under suspicion of being incapable of suggesting anything better, or even of non-acquaintance with the excellent since it has failed of recognition or commendation.

4. The supervised has the right to expect a suggestion for the improvement of anything that has been

condemned in practice. Mere faultfinding is not supervision. Just as the child should gain something each day he is in school, so the teacher should gain something from each visit of the supervisor. Wise indeed is the supervisor who imposes this obligation; who condemns what is condemnable but *only after having commended the commendable.* Each has value for better work after the visit.

5. The supervisor must just as surely commend the commendable as condemn the condemnable. Assurance in well-doing is one of the best rewards to give the teacher. It costs nothing but an exertion of the sense of appreciation of the supervisor, and if properly seasoned is not dangerous. Some supervisors say that praise spoils teachers. These same supervisors are not averse to accepting praise for their own work; are we to assume that the praise has a deteriorating effect on them? Then why fear to praise teachers who deserve it?

6. The supervised has the right to know when the supervisor is coming to observe the work. Unexpected visits to teachers' schoolrooms, unannounced entries into schoolrooms, have been assumed to be unquestioned rights of supervisors for all the years of supervision. If the supervisor's visit means a disarrangement of the day's program of work, the supervised must know in advance of the supervisor's coming so as to provide for the needed readjustment of the program. Even if the visit is that of the superintendent who expects the regular order of exercises to be followed during his visit, the supervised still has the right to expect to be informed in advance of the visit. If this seems too radical a departure from the ordinary unannounced, "detective," supervisory visit, it may be pro-

posed that at least half of the supervisory visits should occur by pre-arrangement. That would equalize the chances of the teacher against the "suspicions" of the supervisor.

7. The supervised has the right to conferences with the supervisor; some conferences before supervision; some conferences after supervision; some conferences before and after the term begins; some conferences on Saturdays; but most of these needed conferences should be in school time, at the expense of the school system, since the conference is for the betterment of the school work.

8. The supervised has the right to ask for a second trial for any work that the supervisor finds unsatisfactory, if the supervised feels that circumstances were not favorable to highest effort. The second trial will necessarily be by prearrangement for the observation.

9. The supervised is under obligation to conquer fear and nervousness attending the visit of the supervisor. If supervision brings help and resource, fear and nervousness will easily pass into gladness to see the helpful friend. In every large school system supervision is necessary, therefore teachers must accustom themselves to the supervisors' visits. Fear of a supervisor is best overcome by carrying out the suggestions made on a preceding visit. That will bring commendation from the supervisor, and commendation is the specific antidote for teachers' fear and nervousness of supervisors.

10. The supervised has the right to expect all her teaching work to be seen and valuated when the composite judgment of her work is to be fixed. No single visit by the most expert supervisor can do the teacher justice. A single class or recitation may have been

observed during the visit. That may be the lesson or subject in which the teacher has least spontaneous interest and enthusiasm. All her work should be judged only after observation. The subjects for which she has natural enthusiasm and aptitude must be seen and judged as surely and as fully as the subjects which she admits she does not like as well as the others.

11. The successful teacher has as much right to supervision as the weak teacher. Otherwise she never secures her meed of encouragement and commendation. Some supervisors entirely neglect the best teachers and spend all their time with the weak teachers. This is wrong from every point of view. The weak teacher needs most attention and help, but it is hardly encouraging to be made conspicuous for weakness by continual visits of the supervisor while other teachers are never visited. In this aspect of the obligations of supervisors we discover the most convincing proof that supervision and the ethics of supervision have not become very clear. Not time enough for real and complete supervision is permitted in any school system, so supervisors continually justify the neglect of the capable teachers by the excuse, "There is not time enough to visit all, so I visit those who need it most." When it arrives, the supervisory system of the future will provide substitute teachers who will be used to free teachers for conferences with supervisors in school hours. Then supervisors and supervised will profit by the conference and will draw strength and inspiration from it as if it were an Antaean contact.

12. The young or beginning teacher has the right to receive help, advice, counsel, and suggestion before supervision, so as to avoid criticism after supervision. This right has been little recognized and observed even in teacher training schools. Yet the best work of

supervision may be done here. Crudeness and imperfections can be taken out of plans and outlines before a fault has been committed; responsibility of supervisor and supervised becomes equal and rests on both; failure of the plan is guarded against; success of the effort is much more probable, and the supervised gets the best tonic in the world, that is, a measure of consciousness of success confirmed by the supervisor's commendation.

13. The supervised has the right to expect the supervisor to convey and to impart knowledge of newer and better ways of doing the work, of acquainting the supervised with progressive developments of subject matter, and of later and better methods of instruction. The supervisor must accept and must discharge this responsibility. The supervisor can do it. If it be left to the supervised, results will be divergent and various, when they should be unified and concentrated to a single end. Therefore the supervisor must be held responsible for the introduction and incorporation of newer and later ideas.

14. The supervised has the right to expect allowance to be made for the conditions under which the work is being done. Usually this has been observed and conceded, but instances are not wanting in which the supervisor blamed the supervised for unsatisfactory results due to untoward conditions, which were entirely out of the control and direction of the supervised. Lack of spelling books in one school was not accepted by a supervisor for failure of the class to pass spelling: "You should have had the words written on the blackboard," urged the supervisor. "We did that, and found at the end of the term that many words had been put on the blackboard incorrectly and were thus

spelled by the children." This provoked a quarrel which led to the dismissal of the teacher, a manifest wrong to her. Obviously, when the shortage of spelling books was discovered it should have become the obligation of the supervisor to see that spelling books were supplied, or failing in that, to give directions which would have given the teacher a fair chance to meet her obligations.

15. The supervised has the right to expect allowance to be made for the fact that no teacher can be an enthusiast in every subject. Any teacher will admit as fair a comparison of her work with another teacher who is not a specialist nor an expert, but teachers feel it is unfair to be expected to teach drawing with the enthusiasm of the expert supervisor in drawing, and so on. Many young supervisors make a bad start at this point, especially with experienced teachers. The supervisor will reach a safe and sane judgment at this point if she will ask, "How would I wish to be judged in some branch which is not my specialty?"

16. The supervised has the right to be treated with consideration and respect before her school or class. No teacher should be criticised or condemned before her pupils. This official crime and social sin has long been recognized and even abhorred by good supervisors, but it is still sufficiently frequent to require mention and condemnation in any discussion of ethics of supervision of instruction. Similarly, the supervised must not condemn nor ridicule the supervisor. Respect and the show of respect must be mutual. Differences of opinion must be considered and discussed privately in conference and agreement arrived at. If then the supervised cannot agree with the supervisor, there is but one ethical course left; the supervised should ask to be transferred or should resign.

These rights and reciprocal obligations are not contractual, as is well known. They are purely ethical, that is, they rest entirely upon the consideration of the question, "What would you like if you were in her place?" A clearly judicial attitude of mind is needed on both sides to reach a common and acceptable judgment.

Thus contemplated, there can eventually be but one answer in almost every case. If the relation of supervised and supervisor is to become impersonal and professional, then these considerations and such others as experience shall disclose and clarify must be generally recognized in our thought, discussion and practice. If supervision is ever to get away from a predominance of personal considerations, and if it is ever to rise to the higher plane of purely professional considerations, then the ethical principles that govern supervisor and supervised must be everywhere regarded and observed.

Where differences of opinion arise, if the difference is not reconcilable into an agreement, the supervisor's opinion must prevail, of course, but the supervisor with discretion, with large knowledge, with sympathy for human nature, and with the ability to appreciate another person's point of view, will be glad to use an ethical basis for the accommodation of differences of opinion, and will be glad to avoid the harsh and unsympathetic exercise of arbitrary authority. The work of supervisor and supervised will be made more substantially satisfactory by elevation to the professional plane through observance of ethical principles.

CHAPTER XI.

The Personal Versus the Professional Attitude Toward Supervision.

Are there two attitudes? What are the characteristics of each? Which is more common? Is either or are both natural? Acquired? Is either predominantly a masculine or a feminine trait?

A profession requires a body of knowledge, scientific knowledge, in possession of one who applies that knowledge, and the application is an art or a profession. Teaching or instruction has a body of knowledge called methods of teaching, and the application of those to the process of instructing children gives us the art of teaching.

For reasons which can not be discussed here, not all teachers can get knowledge and skill in the use of methods of teaching before they assume the duties of the office, hence need arises for some official to bring the untrained and inexperienced into possession of the knowledge of methods and into practice of them as speedily as possible. The office of direction, of guidance, of encouragement, arises hence, and we have the supervisor of instruction charged with that duty.

The supervisor is appointed because he represents much training and long experience in both science and art of instruction. To the sum of the knowledge acquired by training he adds much knowledge and skill from his experience. Hence it follows that the supervisor has knowledge, training and professional experience before becoming a supervisor.

By reason of this knowledge, training and experience, the supervisor has a wider outlook, a deeper insight and more practical judgment of values than the young teacher. Therefore the supervisor is given authority to direct, to modify, to initiate, as his judgment directs. The supervisor thus has two influences to give the office importance and standing, what he is as an official (authority), and what he can wield as the member of a profession.

The teacher has all of the possessions of the supervisor, probably in lesser degree. The authority given the teacher relates to the child, just as the supervisor's authority relates to the teacher. Both teacher and supervision belong to the profession which applies the science of education through the art of teaching. That much is clear and will probably not be disputed or questioned by anybody.

Professionally both are committed by a sacred duty to so apply the science of instruction *that the child may most quickly and most economically get what the schools have for him to learn.* This does not include all the teacher's responsibilities, but in the field of instruction that is her obligation. To see that such an application of the science of education is actually made becomes the duty of the supervisor.

What therefore is the professional attitude toward supervision?

First, the teacher will enter into the aims and purposes of the supervisor.

Second, the teacher will give the supervisor sincere support and full confidence.

Third, the teacher will accept directions and suggestions as given her to promote instruction, that is, to enable her to teach most in least time.

Fourth, the teacher will not regard criticism as a personal matter, but will regard it entirely according to its adaptability to the end of improving instruction.

Fifth, the teacher will not give thought to the agreeableness or disagreeableness of the supervisor until she has studied out the value of the suggestions or criticism for the improvement of instruction.

Sixth, the teacher should forget unlikable or disagreeable features of the supervisor by thinking of the good advice and of the practical assistance rendered by the supervisor.

Seventh, every teacher should be loyal to the supervisor whether the supervisor is or is not personally liked by her.

Eighth, every teacher should seek advice and help from her supervisor for her difficulties.

When the teacher thinks of herself and her relations to the supervisor and of some other teacher, she is on the ground of personal relations and not on the ground of professional relations. When the teacher thinks of the supervisor in terms of her likes and dislikes she has entirely departed from professional considerations and is entirely on the ground of personal relations. When she thinks of her supervisor in terms of "Daddy Smith" she is not only on purely personal grounds but is on personal grounds that are damaging to her. "Daddy Smith" has much professional accomplishment to his credit, or he would not be a supervisor. For that he is entitled to respectful consideration as a fellow teacher.

The fact that he has been given the office and the responsibility of supervisor shows he is held in esteem by the directors and their friends. That too entitles him to respect. The many kind and encouraging words

he has spoken to teachers in trouble and distress also entitle him to respectful and grateful consideration.

The teacher who thinks of her supervisor entirely in terms of her relations to him is very narrow and very selfish. The supervisor has just the same kind of relations to scores and perhaps hundreds of teachers. From the very nature of the case she should see that it is almost impossible for the supervisor to think of his relations to any teacher in personal terms, but is compelled to think only of the professional relation, that is, the relation in which personal consideration is the secondary and not the primary consideration, because the supervisor does not know the teacher as a person at all but only as a teacher.

The teacher who thinks of the effect on her welfare as a person first is receiving her supervisor's proffered help on personal and not on professional grounds. Of course it is depressing if the supervisor does not commend the teacher's work, but that depression should first be regret that the teacher has not risen higher and gone ahead faster in her mastery of professional teaching skill. The regret that the poor opinion will not bring an expected raise in classification and thus result in salary increase will come, must come if the teacher be human, but the regret should appear only after the sorrow and disappointment on professional grounds has waned.

The highest plane of professional attitude toward supervision is required by the teacher who has done her best, has continuously and consistently tried to use the supervisor's suggestions and directions and yet can not secure the supervisor's commendation for superior or excellent work.

It requires not only a professional attitude but a sublime resignation to have reached your highest level and to have made your best effort, then to be told that your best is not professionally the best, and then to keep on doing your best even after that. Of some experienced teachers this resignation and supreme submission to the fact of a limited natural endowment is necessary.

The Edisons and Burbanks are not numerous. No generation has yet produced more than one Thomas Arnold or more than one Mark Hopkins. Tempered submission and resigned acceptance of limitation has for its converse a finely tempered, sober rejoicing in the fact of high commendation by the supervisor.

The professional attitude toward success permits rejoicing but not exultation over a less richly endowed guild brother. The exultation at once lowers the experience to the personal level. The professional attitude permits the acceptance of power and skill of an order below the highest, but it does not permit sulking and spiteful criticism of the supervisor; the latter is purely personal feeling.

Very solid satisfaction is possible to teachers under supervision if they will cultivate the professional attitude toward it. When supervisory criticism is not so favorable it will be accompanied by suggestions of help. The suggestions may and probably will improve the work. Higher professional standing comes next, thence purer professional attitude.

If the teacher is sure she has done her best and if the supervisor can give no further suggestions, the teacher will find it easily possible to accept the judgment "good but not excellent." She must remember that the supervisor sees and judges all kinds of work

all the time. Some teachers are getting the judgment "excellent." If not given to her she must be able to accept the fact professionally and believe that if the supervisor thought her work "excellent" he would say so. That state of mind may be a very satisfying one. To think of the matter in terms of disappointment and to blame the supervisor for partiality is to make ready for unhappiness and even poorer work as a consequence.

Recognition that the teacher is doing her best, that that best is satisfactory to the supervisor, and is doing much for the children, makes the recognition of limitation supportable with a smiling face and a glad heart.

The teacher should regard the supervisor with a feeling of deference such as she expects from the parent. The teacher expects the parent to defer to her in matters affecting the child's schooling. The teacher has the professional point of view, or at least she tells the parent so if any question arises as to whether she knows more about education as a process.

Precisely the deference which the teacher expects the parent to show to her, that deference she owes to the supervisor, and for precisely the same reason. The supervisor has had more training and more experience hence must be assumed to know more professionally than the teacher, and because of this greater knowledge and larger experience the supervisor has a right to expect and to be accorded professional respect and consideration from the teacher.

The teacher should show and should express gratitude to the supervisor for help proffered. Although the relation is official, and it may fairly be assumed that the supervisor owes it to his office and to the child to help the teacher, it is a gracious and grateful act to

thank the supervisor for help given, even if there be the obligation to do so.

At the same time that the supervisor is giving help to the teacher as owed to his children, he is giving her personal help; she can profit by the suggestions at any time and in any other position in the future. His help is increasing the value of the capitalized experience of the teacher. She should realize this and be grateful for it. Also, it is entirely proper for the teacher to express appreciation of the supervisor's general policies and plans. No supervisor is so entirely self-satisfied that words of appreciation from his teachers are not appreciated.

If the expression of appreciation is mere flattery, then the act is on the personal, selfish level; it is sycophancy and is offensive. If it is sincere esteem of the wisdom and excellence of the supervisor's policy, and if it is expressed sincerely as admiration of the excellence, it is on the professional level and is entirely warranted. Appreciation of this kind generally does the supervisor as much good as it does a teacher to have her work appreciated.

The supervisor is entirely human, and likes appreciation, although many teachers think he should be able to get along without appreciation, and be satisfied with the species of savagery which they think he is practicing, namely, the savagery of making cutting criticisms. A most pleasant way of expressing appreciation was that of the teacher who said, "We are always glad to see the supervisor. His visits always help both of us, the children and me."

Most damaging of all attitudes of teachers toward the supervisor is that of hostility and opposition. This makes the teacher uncomfortable because it is taking

a mean advantage, and she can not be much of a teacher if doing mean acts does not make her uncomfortable.

Also, it hurts the teacher's power for good. She is doing mean things rather than good things. Her power grows in the direction of her actions; this is unavoidable. Some teachers will not do mean things but they think and say mean things, doing it out of spite. No spirit of generosity can be nurtured and strengthened by the exercise of the spirit of selfishness and meanness. Figs could more easily grow on thistles than the teacher who is continually acting from a mean and malevolent spirit toward her supervisor could in all her other conduct be an example of fairness and generosity. The mean thoughts and acts toward her supervisor are a poison to all her thoughts and acts. Pollute the spring and every one that draws water from it quaffs a poisonous draught.

One form of disrespect and depreciation of the supervisor is to treat his criticisms and suggestions with disrespect and contempt on the theory, "He can not esteem me any less than I esteem him or his opinions;" as if the teacher's contempt for the supervisor were at all to be compared with the supervisor's low estimate of the teacher. His opinion is professional, or should be. The teacher's is personal. His opinion will help the teacher with other supervisors if good, or harm them if poor.

The teacher's opinion of the supervisor will probably have little effect on the standing of the supervisor, but will instead bring the teacher under suspicion for prejudice, unprofessional conception of the relation, and into contempt for unprofessional conduct. Teach-

ers perhaps have not realized the truth of that statement as they might and as they should realize it.

To think poorly of the supervisor because he does not commend your work as highly as you think he should, is not at all getting square with him. One teacher thought and said so. "He has nothing on me," she boasted; "he can not think less of me as a teacher than I think of him as a supervisor." She thought that her remark and her feeling brought them to a common level. Not so. She had brought herself to a very low and common level. Her remark was purely and entirely personal spite. Not a particle of conception of the professional relation is evident. He is the supervisor.

He has the office, and the authority. He has the experience and the training. His opinion would be accepted in any usual case and situation rather than the teacher's just because he has had larger experience and has wider knowledge and because his opinion is not likely to be tinctured with any regard for effect upon self. It is too well known that some teachers try to silence the voice of conscience by such an assumed contempt for the supervisor. He has condemned and corrected their practice. Conformity with his suggestions requires labor and exertion. The labor and exertion are repugnant. The criticism implies a shortcoming; but has the teacher not taught school "acceptably" for these many years? Then who is this young upstart of a supervisor that teachers of long experience should be corrected by him? It is far easier to treat his judgment with contempt, and to disregard the suggestions.

The teacher who pursues this course is preparing the way for great unhappiness. The individual teacher

who finds herself in this position, and who is practically alone in it, should take herself in hand seriously and by dispassionate self-examination determine just what is the trouble. Poor supervision exists, just as poor teaching exists. Teachers need not treat the poor or the counterfeit article as if it were the excellent and the genuine.

The supervisor represents an office of great dignity and of great importance and all official conduct should show the respect and the consideration which is due the office. Personal friendship with the supervisor is still a matter of personal choice. To respect the office and the officer does not carry the obligation of including the official among your intimates and personal friends. Just because this affected depreciation of the supervisor is in reality self-depreciation every teacher should help another teacher whom she finds making this deplorable mistake to correct it. The teacher's poor opinion of the supervisor does not cancel the supervisor's poor opinion of the teacher.

CHAPTER XII.

Supervision of Instruction.

I. *Division of Responsibility.* There are two quite distinct points of view as to the proper division of responsibility for supervision of instruction. The prevailing view favors supervisors and assistant superintendents, who are to visit the schools, observe the work, criticize the teachers, and direct the teachers' meetings. From the point of view of organization this appears direct, logical and simple. As will appear in the discussion, the scheme has several very serious weaknesses.

The other view, which is regarded as rather novel and visionary, is that the superintendent work with and through the principals and supervisors to reach the teachers, and further serve as a court of reference and appeal for principals and supervisors. Against this view is urged the objection that the superintendent does not meet the teacher, and that it tends to arrange responsibility in layers or strata which in turn tend to become fixed into an official caste system. The two forms of procedure deserve statement in detail.

The superintendent of a system is the chief directing officer. Next to him stand one or more assistant superintendents. These assistants usually do the greater part of the supervision of instruction. The work may be divided between the superintendent and assistants on a subject basis or on a territorial basis; if subject basis, then one supervises the English and re-

lated work and another the arithmetic and related work, and so on; if territorial basis, then one visits the schools in one section and the other in another section of the territory. The special subject teachers or supervisors pass around among their quota of schools at some fixed frequency, and meet the teachers directly for any conferences that may be needed. Some very thoughtful person may notice that the principal is almost entirely left out of this scheme insofar as supervision is concerned.

Usually, grade meetings of teachers are held monthly, let us say, and the superintendent or an assistant or a supervisor directs the teachers' meeting, sometimes for purpose of demonstration, sometimes for purposes of instruction, sometimes for the explanation of a syllabus or outline of work. The principal may or may not attend the meeting of teachers and supervisor. If he does not attend, and usually he is too busy to get to the meeting, it is assumed that he already knows everything that the leader is to say and hence need not be present but can use the time to better advantage in administrative duties.

When the principal thereafter tries to supervise, he may find and often does find that his directions and suggestions are different from those given in the teachers' meeting; contradictory directions destroy confidence of the teacher in supervision and are a fruitful source of irritation.

Under this plan many principals calmly accept the situation and make little effort to supervise as they prefer administration to the repeated reply from teachers when given a suggestion, "That is not what the supervisor told us to do," or, "That is not the way

the supervisor said it was to be done." We are in danger of making the principalship a wholly administrative function.

This will be a serious impairment of the possibilities of supervision. The principal is the only supervisory agent at hand for immediate help to the teacher in any situation of distress. We should carefully remember this fact. For very much the same reason that the child in the grades is best off with one teacher for all his subjects the grade teacher is best off with but one supervisor for all her work. Unity of purpose, continuity and relatedness of the work are easily secured and retained under one supervisor. These two considerations outweigh any other claims that can be made for supervision of the teacher solely by the supervisors.

The superintendent in this scheme is a sort of free lance who visits and supervises also as time and inclination make possible, so that some teachers at least are also visited by the superintendent. Conferences of superintendent and supervisors are also a part of the scheme, so that the superintendent's plans may be carried out into the system by the supervisors and special teachers.

This is necessary and wise. Without such an arrangement supervision could not be made to contain anything of the superintendent's thought, purpose or power. Added to this form of transfer of ideas is the institute which is conducted by the superintendent. The class for professional study is also a part of some schemes. These activities and form of communication and inspiration comprehend about all that is generally included in a supervisory organi-

zation. Undoubtedly it has produced and is producing very good results in many places where the personality of a superintendent would breathe life and impart vigor to almost any form of organization and procedure to pass on the afflatus of steady zeal and high purpose in the work of teaching.

It is conceivable that a system of supervision might be organized with no more and no different officials which should easily maintain and retain unity of aim and purpose, consistency and harmony of direction and suggestion, and intimacy of relation which will satisfy the supervisor and put the teacher's feet on stable and firm ground for her work.

In this plan the superintendent and the assistant superintendents serve as the directors of the principals and the supervisors, and also as a bureau of reference in cases of difference of opinion between teachers and principals or teachers and supervisors, or as the final judge in cases where principal or supervisor are in doubt as to the work or method of any teacher. Principals and grade or special supervisors must in turn hold conferences before the discussion of the superintendent's instructions are transmitted to the teachers. The principal should be present and should participate in every conference of his teachers with the supervisors.

Thereafter, the supervisors should visit the teachers to observe work, but all suggestions, directions, and modifications of plans that are given to any teacher should be made in the presence of the principal unless after a conference of supervisor and principal the latter feels it best to let teacher and supervisor talk over the matter alone first. The principal should know

about the matter and may need to talk the situation over with the teacher afterward.

Harmony of direction and suggestion can not be otherwise attained, and if there is contradiction between principal and supervisor, one or the other suffers in the estimation of the teacher. The teacher feels uncertain, and because of the contradiction and uncertainty feels fully justified in drawing the conclusion, "Since the authorities differ and disagree, I may as well follow my own way." Fatal state for supervision, and unhappy fate for the teacher, when such conditions arise or already exist. Instead of the grade meeting of the teachers of a certain supervisory unit, there will be meetings of teachers by school buildings under the principal. These may also be grade meetings, but the unifying principle is the supervisory responsibility of a principal.

The principal may call a supervisor, an assistant superintendent, or the superintendent to attend the meeting for the purpose of elucidation, but in every case the principal must remain in the meeting, must assume responsibility for the directions delivered, and must be given the authority to hold the teachers responsible to himself directly. This magnifies the office of the principal, of course, but not unduly. It is rather a return to the primary and original dignity of the office.

The superintendency must be able to maintain its dignity through the length and breadth of its vision, and through the inherent excellence and power of appeal of its suggestions. No statesman in the world needs larger skill and power of diplomacy than a school superintendent needs in reaching his teachers through the principals and supervisors.

The delimitation of the principal as supervisor should be clearly made and continually kept in mind. Of necessity, the principal has many administrative duties. Of them it is no part of this discussion to treat. The principal as supervisor alone belongs to this field. For the proper performance of the supervisory duties, the principal must be freed from all clerical work. Very little of the desk work which now takes so much time of principals counts for supervision. It is purely administrative. Clerical and stenographic assistants are the right way to release the principal so he may become the right kind of a supervisor.

He needs large training and preparation in theory and practice of education for supervision, and here is meant not administrative experience solely, but real professional preparation and practice in supervision, perhaps in postgraduate schools and courses. The principal who has not done that or who is not willing to do that is making the tacit admission that he has not conceived the possibilities nor the responsibilities of the supervisory part of the principalship.

With time at his command, the principal must visit the classrooms of all his teachers, and must be sure to vary the times of his visits so as to see all the subjects taught. He must commend the teachers who are doing good work by the integration of their genius and enthusiasm into the suggestions, plans and directions of the superintendent, supervisor and of the principal himself. He must make suggestions of improvement for the work that is not satisfactory, or he may ask questions about procedures that will lead the teacher herself to see and to work out the correction. He must stop waste of time, of effort and of school property.

Then he must be responsible to the superintendent for the final judgment on the worth of the work of his

teachers. If he is in doubt, he may call in the supervisor of a special subject or the superintendent to confirm or to correct his judgment. Any special excellences or defects discovered by the supervisors of the special subjects should be reported to the principal, so that he may make the necessary addition or subtraction in evaluating the teacher's work. From the principal's evaluation or decision the teacher has the right of appeal to the superintendent.

The sole justification for this plan of distribution of supervisory authority is the fact that principal and teacher can have frequent conferences both before supervisory visits and after supervisory visits, and in any special emergency that may arise. That principal is in a very disagreeable position who must say, "Do it this way until the supervisor comes and then ask him." The direction of the principal should be the teacher's chart. If the principal feels the need of submission of the matter, he may quite properly refer the matter to the supervisor or superintendent, and then modify his suggestion if necessary.

The difference between these two ways of getting a question settled is more than a difference of order in the sequence of reference. The principal should be fitted to answer the question as supervisor or superintendent will answer it, because he knows their thought in the matter; he is intelligent about their desires and hopes. There is mutuality in aims, plans, and hopes and there is unanimity, harmony and accordance in their directions.

This makes the teacher satisfied to do as directed, makes the principal strong in his realization that he is attaining the joint aims of superintendent and super-

visors and makes the superintendent realize that the system is working pleasantly and smoothly. Repression of the originality and individuality of the principal are real dangers; the conferences afford the principal all the chance he needs to get his ideas considered and included in the plans and directions.

The development of school systems brings with it the several stages through which supervision has passed in many places or through which it is now passing in many other places. Everything started from the one-teacher school. Then came a teaching principal; next came a supervisory principal; finally, a superintendent and supervising principals.

From this point all varieties of development have followed. The analysis of responsibilities has everywhere made the superintendent responsible for origination, direction, and for final decisions. The office carries large responsibilities, and needs to be relieved from much of the routine of administration just as does that of principal to be free to discharge its supervisory obligations, namely, the direction and inspiration of supervisors and principles to become hopeful, enthusiastic leaders of the battalion divisions and groups.

The superintendent who measures his results in terms of number of teachers visited has not seen the vision of the possibility of inspiration and invigoration communicated to teachers by torch-bearers who have kindled their torches at the altar fires.

II. *Distribution of Time for Supervision.* Use of time for supervision of instruction raises two difficult questions: How frequently should a teacher be

visited? What should be the length of the visit? After these two questions have been answered a third question arises, namely, should there be a schedule of supervisory visits so that the teacher may know when the supervisor is coming and make the necessary shifts in the program? Investigation discloses that superintendents everywhere have an established opinion and routine in these adjustments as to time, but they vary greatly in different systems of schools.

Supervision like instruction should be regular, a supervisory visit once so often. Partly because the week seems a natural alternation of our work-rest cycle, we have gotten to arrange supervisory visits once a week or once in two weeks. Cost of supervision has been a force which tends to reduce the frequency of supervisory visits, which is another reason why the principal should be the chief supervisory officer in direct contact with the teacher. His supervisory visit entails no loss of school hours in travelling streets or riding in cars.

Just what frequency would be best theoretically we can not tell because no one has really studied the question. About all we know is that teachers do not care to have the visits too frequent, say daily or semi-weekly. Perhaps we shall find when we study the matter carefully that frequency depends on the temper of the supervisor, of the teacher, and also on the nature of the study or work to be supervised, that is on whether the unit of work (say the topic) changes as frequently as weekly.

The length of the supervisory visit is also a matter of importance. Generally the supervisory visit should be as long as a class period so as to see an entire lesson

through or so as to start a unit of work which may be reviewed at the next visit. The rule for special supervisors or teachers of subjects like music, drawing or writing, is that the visit should be long enough to start a new phase or exercise or to watch the teacher start it, so as to commend the right kind of start or to suggest correction if needed. The start of a new exercise or of a new procedure, let us say in singing, may take ten minutes or it may take twenty minutes; whatever it takes on the average must be the length of the supervisory visit.

The arrangement of the schedule of visits of supervisors in any system employing more than one supervisor is very important, so important indeed that it must be made by the superintendent. Visits to any school or room of two different supervisors on the same day are mischievous. If the supervisors arrange their own schedules there is the possibility of choice of schools near trains and trolleys at the close of the day for several supervisors, to mention but one difficulty.

The schedule of visits of the supervisors should be given to all the supervisors and to all the principals, and should be known to the teachers so as to arrange the program of work on any given day to bring the special subject at the hour when the special supervisor is to be in her room. A weekly visit by each of three or four supervisors would be manifestly unwise. That is too much supervision, since it means a daily rearrangement of program for the teacher. A supervisory visit once every third or fourth day has in practice been found only very slightly annoying to a few teachers and not at all annoying to many teachers.

The opinion of superintendent and supervisors in any system must also be considered. Usually every supervisor is sure that his special subject or field is most important and most difficult to handle, and therefore needs most time and most visits, so that the superintendent finds it necessary to intervene, make the program of supervisory visits and decide the matter even if one or another of the supervisors is displeased and disappointed. A miniature program of this kind may help to make the matter clear.

DATES OF VISITS BY SUPERVISORS.

School—Rooms	No. of	Writing	Drawing	Vocal Music	Physical Training
Heddon	18	Jan. 14 and 15	Jan. 21 and 22	Jan. 28 and 29	Feb. 4 and 5
Simmon	24	Jan. 16, 17, and 18	Jan. 28, 29, and 30	Feb. 4, 5, and 6	Feb. 11, 12 and 13
Nye 2*		Jan. 18	Jan. 30	Feb. 6	Feb. 13

This is allowing eight or nine visits per day per supervisor. If time for conference of the supervisor with the teacher after the lesson is to be allowed there should not be over seven visits per day scheduled for any supervisor. If possible to secure, the supervisor of drawing should be allowed more time so that preparation of class and of materials for use in the class period be not always stolen from the preceding recitation.

This prepared schedule makes it possible to apportion the loss of time by holidays, vacations and to keep

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*One small Nye school is put on the schedule for the last of the three days given to the large Simmon school, because proximity of the two buildings permits this economical use of the supervisors' time.

the work going smoothly all the time. Without this schedule, neither supervisors nor teachers know what to do or what to expect after an unexpected break in the work, as after a quarantine.

Some superintendents make the schedule for the entire year, but that deprives the plan of the needed flexibility. Loss once incurred can not be retrieved. A monthly preparation and distribution of the schedule affords the maximum of advantage; losses incurred any month can be made up the next month. Instances are known by which a given school missed its supervisory visit in music for three months because it happened that on the days when the supervisor of music was to come the school was closed either by a local quarantine, very stormy weather or because of illness of the teacher.

Whether the superintendent should schedule his visits to teachers will perhaps seem a foolish query to ask. If the superintendent wishes to make sure that he shall enjoy the supervisory visits, he will go to see none but good teachers, and he will be entirely safe to let them know he is coming. If he wishes to get a quick view of a large part of the system he will pay brief unannounced visits to a large number of teachers. If he wants to help a teacher who needs help, and who has had the benefit of help from principal and special supervisor, then it will be a great kindness to the teacher to tell her he is *coming to help.*

The unannounced visit of the superintendent has been regarded as the height of supervisory skill. Hence, it may be dangerous to question the wisdom, the propriety or the ethics of the custom. Undeniably it

is justified for teachers who are known slackers in their work, and who can be kept up to their best effort by the expectation that the superintendent may come at any hour of any day. An extreme case of this view was a superintendent who always kept his absence from home a profound secret until after his return home so that his teachers should not slack up during the absence. Surely this is small confidence in teachers; the superintendent confesses that he has not done more than develop eye-service, that is, service only under espionage.

If this is a reflection on the teachers, as is most likely the case, it is a condemnation of the superintendent himself. He may be a fine mechanician but he is not a supervisor who inspires honest effort or who invigorates sincerity of purpose to do faithful work. If the teachers can take it easy and escape detection, they feel they have been smarter than he.

The practice of letting teachers know that the superintendent is coming is a custom with many good superintendents. More superintendents will adopt it as the work of supervision is more and more conceived from the professional point of view. Superintendent and teacher must move away from the personal consideration, and must move toward the professional consideration. Professionally the teacher has the right to know when the supervsor is coming, not merely that she may do her best, but so that she shall feel that she has been treated fairly and honestly rather than that she is held under suspicion as a contemptible slacker.

III. *In Large and Small School Systems.* Just as every living organism is a miniature universe, so every

school system is the exact counterpart of any other system. The needs of the small system are the same in kind and degree and differ only in number from the needs of the largest systems. Every system of schools needs supervision of the instruction just as it needs administration of executive duties.

The main difference between the large and small system as to supervision of instruction is that in the small system one person must discharge manifold duties. In the large system the multiplication and extent of the needs in quantity compels increase in the number of persons needed to get the multiplied duties performed. Specialization of duties becomes possible and desirable.

The small system has perhaps only a principal who is also supervisor and special instructor. The largest systems find it necessary to have assistant superintendents, supervising principals, special supervisors, special teachers for each building for the several special subjects. Regardless of the amount and extent of the increase in the working force and regardless of the extent of the specialization in the instruction and supervision, to secure the maximum benefit from the supervision, its organization must be in accordance with the principles applied in the section treating of organization of supervision.

Leadership must come from the superintendent, must extend to the principals and supervisors by conference and contact with the superintendent, and must be taken to the teachers by the principal and supervisor. In the small system the teaching principal starts from himself acting as superintendent and passes on the influence to the teacher, acting as if he

were supervisor or acting in his capacity as principal. Directions are harmonious, unified, and fitted to the situation. Conference between teacher and the proper directing official is easy to arrange and is therefore reasonably sure to occur. Conference before and after supervisory visit can be arranged with little difficulty and without inconvenience or loss of valuable time.

The only difference between the large and the small system is that in the large system it is a little difficult to get the person discharging any special function to recognize the fact, and in the small system it is difficult to get the person to realize the importance of each of the many different functions he performs. The principle is easy to apply after it has been clearly conceived, and there should be no perplexity connected with determining the duties and no complications in determining the responsibiilty of any official in either a large or small system.

IV. *The Grade Teachers' Meeting.* The course of study or the hand-book of a school system shows the teacher what is to be done. Grade by grade, the school subjects are allotted for the children to learn, such and such parts each year. As a general plan this is very good. One difficult question presents itself to the teacher who is new in a system: "When is she to become familiar with all the subjects that she must teach?" Also, if the course is not swiftly to get out of touch with the changes in circumstances in the world, how are the new phases of subjects to be gotten into the instruction? Also, if the school practices are not to fall into a paralyzing routine, how shall plans for timely changes or introductions or substitutions be laid before the teachers? The system is under obliga-

tion to make the chances of all the children equal, hence it may not follow the best practices at some schools and outworn and decadent practices in other schools. All the children must have the best. For the reasons indicated and for many others, it becomes necessary for the superintendent and the supervisors to meet the teachers. When is the best time to hold such meetings? What is the best use of time for them? For most purposes the grade group meeting is best. It may be the teachers of a building, or of a number of buildings in the same section of the city or district. If assembled by grade groups, as two adjoining grades, let us say first and second grade, both superintendent and all the supervisors can pass from group to group in alternation, give brief explanations which apply equally to both grades, and accomplish much in little time. The more supervisors, the more grade groups can be conducted at the same time. Thus four supervisors and a superintendent can conduct five grade groups at the same time, and each supervisor meet and instruct each grade group all in a forenoon. If the entire body of teachers is too large for such a meeting, the same kind of meeting can be held at several centers on successive half-days. This imposes multiplication of labor for the supervisors, since they must go over the same instructions for each grade group at each center. If groups of teachers become much larger than thirty, the best results will follow from meetings at centers which make a twenty or thirty teacher group possible. In the very large groups teachers will not talk freely and informally. Such meetings will be necessary about once a month if as short as thirty minutes. An occasional general meeting with a leading address by a prominent citizen, will be a most pleasing variation.

The justification for these meetings is the fact that the children's chances are to be equal. Any child in the system is to have as good a chance as every other so far as the schools can attain such ideal justice. That all the teachers have the same directions, are given the same helps, the same contacts with stimulating forces, requires these meetings. Finally the child gets the benefit. Effort in learning is made successful and time required for learning is reduced to the minimum by reason of these meetings. To make it possible for the child to learn more in less time is to extend his period of usefulness in the world.

What shall be the nature of the grade meeting of teachers for supervisory purposes? Let there be no confusion of the grade meeting with the teachers' institute or convention. Each of these has a function and an opportunity which the grade meeting can not usurp, just as the grade meeting has a duty which neither of the others can afford opportunity to discharge. In the order of importance the duties of the grade meeting are these:

1. To secure statement of teachers' difficulties either in the month just passed or expected in the month just opening. If written and handed in, these questions can easily be made the most valuable part of the meeting.

2. Calling on teachers who are known to have successfully handled any difficulties raised for their answers to the questions. This brings to each teacher the combined resources of the group, which is a wealth of resource much greater than that of any superintendent or supervisor. What a loss to a system to leave this wealth of resource entirely untapped? If these two phases of the meeting be fully matured and realized, every teacher will come gladly and will go away helped and strengthened. Why shall one teacher despair when other teach-

ers are succeeding? Suggestions from the superintendent or supervisor are accepted and regarded as matters of course. It is expected that they should know more than a teacher. But when another teacher contributes the new or helpful suggestion, how much more stimulating to the ambition of all the other teachers: "If Miss Smith can do that thing, why should not I be able to do it?"

3. Demonstration lessons by members of the group.

4. Reports of visits to other successful teachers.

5. Directions and suggestions by the superintendent or the supervisor for the next month's work.

6. Topics for the next month's meeting handed in by the teachers and these topics assigned to teachers for discussion at the next meeting.

The superintendent will do well to make the grade teachers' meeting a round table discussion of existing difficulties within the system. It should not be a normal school or college or university class. The grade meeting is to open the road, remove the obstructions, level up the unevenness so the learning process may travel smoothly in the car of progressive success.

Of a thirty minute program, ten minutes should suffice for the directions and suggestions for two adjoining grades by any one supervisor. The other twenty minutes should be given to questions and answers by the teachers, and this much time will be always and easily consumed after the meetings have actually started. A first or second meeting of this kind may lag unless the supervisor has prepared questions for consideration if the teachers should ask none. After a first experience, there will be questions enough, and the greatest astonishment will come to teachers and supervisors at the philosophy, the wisdom and the resources of the grade group of teachers.

The grade teachers' meeting has proved a sore perplexity to many superintendents. The need for the meeting, and just what the meeting should accomplish, were clearly enough seen, but how to manage the meeting so that the desired results should be certainly secured, has not always been an easy matter.

Should it be conducted like a lecture, with the superintendent or the special supervisor acting as a normal-school or college professor? Shall it be a lecturer or instructor from the outside? Shall it be a demonstration of actual school work by a successful teacher with a class of her pupils? Or shall it be any one of a variety of things besides those already mentioned? All of these ways of running such meetings have been tried, and with some degree of success, too.

If we should reflect on the purpose of the grade teachers' meeting, we would probably find the principle or principles which should control the choice of exercises and the make-up of the programs. The grade teachers' meeting should not be an extension class, although it may quite properly be a continuation class. Teachers' institutes, summer schools, extension courses and even correspondence courses have a claim on the teacher, and the school system acts wisely if it encourages teachers to profit by these various opportunities of growth.

The grade teachers' meeting is manifestly a part of the organized work of supervision of instruction, and therefore it must concern itself with the problems and perplexities of supervision. Unity of aims; sequence and continuity of procedure; adaptation between pupil, subject, and method; equalization of opportunity under the diversity of differences of school

population; incorporation of the new ideas of a changing world with an older body of material; from this list and from other problems of supervision within the system must the subjects of discussion and consideration be drawn for the grade teachers' meeting.

The topics for discussion may grow out of the observations of the supervisor or out of the experiences of the teachers. If the teachers will ask questions during the meeting, or will propose topics from time to time for subsequent meetings, the proper end and aim of the meetings are being attained in form at least. If the answers to questions can be drawn from the teachers in the meeting, as an exchange of experience, then the entire resource of the group of teachers becomes a joint possession, and each teacher can draw on the experience of each other teacher in the meeting.

Such a grade meeting capitalizes the separate or individual experiences of the teachers and makes the combined capital much greater than the mere sum of the collective experiences. The confidence and assurance of each teacher in the merit of her work may easily become the assurance and confidence of all the teachers. Here at least the whole is greater than the sum of all the parts.

Often chapters of books or articles from journals and magazines may be used to help to give answers to questions raised by the teachers. Demonstrations of procedure by especially skilful teachers may be used at a grade meeting, especially if some new method or plan is to be illustrated, or if some perplexity of procedure can be best illuminated by a demonstration.

Except in cases of speakers from outside of the system, the lecture plan of grade meeting should be avoided. It is no excuse to say "If we do not get a speaker from the outside our meetings drag." Then the acute needs of the system are either not known or are not being considered. The plan of a paid lecturer for a grade teachers' meeting, except to start something new, is a confession that superintendent, supervisors and teachers can not find nor determie the immediate problems of the system, or fear to undertake the solution of their own problems. No system of schools is without its definite supervisory problems. The teachers all know the problems which are related to their own field. They may not realize them as common needs, or they may feel too diffident to ask about their perplexities. Usually after the first meeting or two conducted as a true experience meeting, the hesitation gives place to a readiness to ask questions and to relate experience that will help some questioner. Discouragement should not depress after one or two meetings which have seemed slow.

Teachers are both glad to help if they feel assured that their recounting of experience will be a real help, and they are also ready to ask questions if they find the effort to reply to their questions to be serious and sincerely prompted by professional readiness to help. Fear of criticism or of unkind remarks is forgotten in the joy of doing good.

For example, an appeal for questions for a seventh and eighth grade meeting brought out the suggestion that the teaching of simple interest was troubling one teacher. This was made the topic for discussion at the next meeting, and proved interesting to all the

teachers of the group, although only about five of the group were teachers of arithmetic.

Shall we teach one method or more than one method? What method or methods shall we teach? Shall the wishes of the commercial department of the high school be regarded as the final arbiter of which method shall be taught? Shall the method used by the banks be the only method taught? These questions and others like them came from the teachers, as did most of the answers. The meeting aligned the simple interest teaching for the system as no syllabus or outline could have done. The discussion had made the best procedure too unmistakably clear.

The problems of the moment in any school system are the right problems to occupy the time of the grade teachers' meeting. There are always enough of these in any system, regardless of whether the system be large or small. If its own problems can be defined and considered, the grade teachers' meeting will be strengthened and profitable to the teachers. Evidence of professional alertness and of professional growth can be better marked and measured by the teacher's participation and contribution to the grade teachers' meeting than in any other way. Superintendents soon discover this after they start to hold the right kind of these meetings.

Frequency of grade teachers' meetings raises a problem of more importance than is usually ascribed to it. Once a month or twice a month, which shall it be? Is once a week permissible or necessary? Different systems have different frequences. Once a month is perhaps most widely prevalent. As often as the needs of the system demand is not a safe rule.

There should be some regularity, so that teachers will keep their time open for the meetings, and not make engagements with their dentist or oculist or music teacher. Attendance of the grade teachers' meeting should be regarded both as a serious duty and as a precious opportunity. If the spirit of "freely give because freely ye receive," animates the meeting and each teacher, there will be no trouble about the attendance.

Whether to hold the meetings in school time or out of school time is a very practical question. Since the outcome of the meetings is greater benefit to the children, there is justification for the use of school time for the meetings. Should the school term be short, it will probably be objected to by parents and board members that the term is short enough without making the children lose the time consumed in grade teachers' meetings. Law and practice are rapidly setting the precedent that use of school time with pay for the teachers is both right and wise.

It is hardly fair to expect the teacher to give her own time for meetings whose avowed purpose is to wrestle with problems that are peculiar to that system. A modification consists of the use of part school time and part teachers' time, without loss of pay to the teacher. That certainly is equitable, since the teacher will be able to take with her, if she wishes to leave the system, a great part of the benefit secured from the meetings. The meetings capitalize not only her own experiences of difficulties, but give her also the advantage of the experience of her co-workers, which subtly and unconsciously vivifies and extends her own experiences, as has already been said, by more than mere addition.

The grade teachers' meeting, held about once each month, devoting earnest effort to clarify and to solve the problems and perplexities which arise in the schoolrooms during the month, partly at the expense of the board of directors and partly at the expense of the teachers, is an indispensable part of any school system which claims credit for well organized supervision. There is no substitute for it.

CHAPTER XIII.

Supervision of Instruction: Growth of the Teacher and Supervisor.

Much has been said and written as to the need of the teacher to keep alive intellectually and to grow professionally. It seems to be generally assumed that the supervisor is sure to do so without the constant admonition of professors of education. Complacency of some supervisors may also be an explanation; they have reached the highest position in the educational system, why need they work further?

Argument can add nothing to the axiomatic proposition that it is just as necessary for the supervisor to keep on learning and absorbing ideas as it is for the teacher. If it is uninviting for the child to drink from a stagnant pool, as Arnold of Rugby implied, is it not just as uninviting for the teacher to be forced to resort to resources of stale and out-of-date ideas?

The superintendent and supervisor should keep this question ever before them. Before making a speech on the importance of growth for the teacher, the superintendent should take himself into a corner and rehearse the new ideas which he himself has learned or worked out during the last year. This self-examination would considerably soften the rigor of some superintendents for growth of their teachers. It may be that not growing themselves and dreading stagnation for their system, they try to put the responsibility for fresh ideas on the teacher. If the system is to be a growing and developing system, the superintendent and the supervisors must also be growing.

Many ways of promoting growth of teachers have been tried. The summer school, the Saturday course, even the correspondence course has found a vogue. These are to the purpose, even if not the best plan. If academic growth of the teacher is the end sought, then these agencies are the best available. If professional growth is desired, there is a better way than summer school and post-graduate courses.

To make this point clear, just consider the difference of attitude of the student under training and the teacher at work in a schoolroom. The aspiring teacher while yet a student studies books, listens to lectures, notes recommendation or observes practice work under direction. The ideas taught and the suggestions made are expected to be accepted by the students on authority of the book or the lecturer. Unconsciously the learner assumes the attitude of accepting upon faith the practice recommended. Unquestioning docility is the characteristic attitude of the teacher under training in a professional school.

The inexperienced learner has no standards by which to choose the warranted dicta from the unwarranted. He accepts what he is told, he jots it into his note book, and when he wants to use the idea does not know where to find the note book. Exceptions to this statement exist, of course, but it is a true statement as to many teachers just fresh from the training school. They have accepted methods and devices upon the authority of the book or the instructor.

What is the contrasted condition when the teacher in service is to receive further professional training? In service, the teacher prepares her plans and devises her procedures in accordance with the instructions re-

ceived in the preparatory school (if she can recall them or if she can find her note book or her textbook) or with those given by the superintendent.

The outcomes serve as a check or test of the suggested plans and devices, and she speedily separates the excellent from the poor. Value depends upon results secured. Authority for a recommendation or suggestion may avail to induce a trial. Successful results alone establish its value. This implies a reservation of judgment, an open-mindedness for the observation of results. Disposition and capability to evaluate worth of a suggestion by outcome is the cardinal difference of attitude of the teacher in service.

When results are not a fulfillment of prediction or of expectation, they will be so appraised. According to the outcome, the recommended or suggested procedure must be modified and changed to suit the conditions where use is to be made of the same. Retrial and revaluation are necessary. Finally complete adaptation and adjustment result. Our teacher has grown professionally.

The further growth of the teacher in service should encourage and cultivate this reserved, open-minded attitude. Does it not become immediately apparent that the study of authorities operates against that state of mind? Hence continuation training of the teacher, surely a fitting name for the process, should cultivate an attitude of reserve, of readiness and willingness to test, to prove, and to accept only after worth has been proved by trial. It can not be repeated too often to teachers in service, the authority may know the subject being taught or the topic being discussed, but the authority does not know the conditions of work nor the pupils being taught.

Therefore a very important part of the work of the teacher in service is the adaptation of subject and method to her conditions and to her pupils. If this were not so we should long ago have had actual graphophones installed as teachers. Nor does it matter whether the recommendation emanates from an authority who speaks or from one who writes. Neither does it matter to the teacher whether the recommendation to be tried has been scientifically or empirically derived.

Suggestion and recommendation are the function of the authority; interpretation and adaptation are the teacher's part. Sympathetic, intelligent, contemplative observation, and quick and artistic adjustment and readjustment of the plan or proposal recommended, must be a distinctive feature of the power developed for the teacher in service. The more clearly teachers themselves see and understand this difference, the greater will be the benefits from continuation training of the teacher.

Adaptation of plan is the feature urged. This is not the same as scientific work in experimental pedagogy. Graduate schools of education claim that part of the field for themselves. Experimental work in pedagogy requires control of conditions. Most teachers can not control conditions, but must teach under conditions as they find them. Therefore the actual teacher, as a student practitioner, is a determiner of validity of method or of principle by the trial and failure method.

Does this rob continuation training of teachers of value? Are study of books, attendance of pedagogical lectures and courses, belittled and cheapened and made insignificant and worthless by such a statement?

Surely not if it be admitted that the teacher in service needs to be able to make adaptations and even must be kept capable of making adaptations and readjustments.

No fixed and limited stock or outfit of methods and principles, even if it include all of the best known methods and principles on the day of graduation, constitutes an adequate life stock, unless there be provision for modification, substitution, and even for addition.

Stagnation has but one antidote. Growth alone resists decay. Mechanical continuance of the same old method brings loss of alertness and of sprightliness of mind. Liveliness of fancy and readiness of conception may be preserved by adoption and adaptation of new and of newer plans, recommendations, determinations. Only a very few teachers can be originators. Providence has fixed that limitation.

All teachers may be and most teachers should be conscious adopters and adapters in the sense here defined. The teacher in service, finding the recommendation of a new device or procedure, often can not tell nor does it much matter, whether it be an empirically derived principle or a scientifically established procedure. She treats each as if for her needs it must be tried and judged by the outcome of her trial. After each trial readaptation will be needed until she has the method or device shaped to suit her conditions.

Thus from the training of teachers in service comes the unexpected justification for scientific experimentation in methods and procedure. Thus also we realize that scientific experimentation must be followed by adaptation in the schoolroom. Teachers in service must be made skillful and capable adopters and adapters. Empiricism can give validity to scientifically

determined method. Five or six per cent of investigators will give us scientifically determined methods under controlled conditions, and ninety-five per cent of practicing teachers will apply these methods to conditions as they are, and thus fix the worth and validity of the method for certain conditions.

The reading of books on pedagogy, the discussion of the presentations of such books or of lectures or of articles, in teachers' meetings under the direction of good leaders, is the most economical form of such work. It surely helps teachers. It is therefore much used. Some teachers of every study group adopt and adapt the hints, suggestions, directions, and thereby increase their skill and judgment in adapting newer methods and better forms of procedure.

However, the mere reading of such books on pedagogy and afterward passing an examination upon them is far from the desired adoption and adaptation. In an examination the teacher who passed the best examination on the books could not report upon any new idea that the reading of the book had led her to try. Not only could she not use the method which she described satisfactorily, but she was not ready to decide whether or not the method would work in her school.

One candidate out of a group of eighteen explained: "I studied the book because it was required for certificate renewal. I nearly studied my eyes out. I did not think we needed to try the suggestions unless we wanted to do so." An extreme case, surely, but just such cases are more frequent than requirers of "reading of two books on pedagogy" are willing to admit or would feel comfortable to know about.

Now as ever, incorporation in practice is an entirely different matter from knowing in theory. Though long known, this fact is easily forgotten, and zeal in the acquisition of books on pedagogy is assumed to be the same as putting the theory into practice. Superintendents charged with the training of teachers in service, quite frequently assume that the acquisition of the new idea is sure to result in its incorporation into subsequent practice.

The examination is not the test of adoption and of adaptation. It might be made such a test. However, the practice following the reading of the book should show the extent and degree of modification of method which is induced by the reading. If the reading does not induce changes in practice, it has been almost useless. As already stated, adoption and adaptation occur here and there, but to test the results of the reading very close supervision of the teacher is necessary.

This may be self-supervision with the conscious effort to adapt, or it may be the work of the supervisor with the teacher under the feeling of obligation to assimilate and adapt the suggestions of the book to her work or to be able to give a very good reason for not doing so. It is not safe to put great earnestness and emphasis upon the reading of books in pedagogy in the expectation that as teachers learn what a book on pedagogy teaches they will be sure to fit the suggestions to their schools.

Does some one demand an example of the kind of study that does produce adaptation? Fortunately instances exist everywhere. The waking up which comes to a body of teachers who take part in a survey or in a standard test will perhaps serve as our example. Definite procedure, exact valuation of results, drawing

of graphs for the particular teacher's group of pupils, comparing the graph of each individual pupil with that of the class, and thereafter giving to the respective groups of pupils the precise drills which the test shows they need, this is work that opens the teacher's mind, that gives her the attitude of inquiry, and that leads to very definite adaptation.

Now if reports upon surveys or standard tests were to be found only in books on pedagogy, and if these books became the required books, teachers might very easily pass an examination upon the reading but would be entirely unable to apply the specific remedies to their pupils' shortcomings. Modification of the teaching would never result from the study of the prescribed book. Participation in a single standard test that was made to compare classes has transformed the teaching attitude and practice of numbers of teachers who had read numbers of books on pedagogy but who had made no important change in their methods for years.

Every teacher and every superintendent needs to be reading and studying for the purpose of adoption and adaptation. In the preparatory period the student sees, hears, accepts; in the teaching period the teacher should see or hear, modify, try; then modify and try again. The distinctive feature of the growth of the teacher in service is power and skill to modify new suggestions and recommendations until they just fit her conditions. "That is not saying anything new," someone may remark.

It may be what all think, but it is not what all do. Scan the requirements of state boards, state superintendents, city and county systems, and notice by how many an examination proficiency in books on pedagogy is accepted as identical with power and skill in the use

of the ideas of the books. The attitude of the practicing teacher must be as different from that of the student teacher as are the responsibilities and opportunities of the two circumstances. The student teacher must be receptive, and can not be anything else. The practicing teacher should be questioningly receptive, open-mindedly docile, sincerely critical, carefully discriminative.

In the preparatory stage the teacher has no trained sense of value of method, and accepts upon faith what is recommended. This is not the learner's fault nor the professor's sin. It is just the fact that we are all born ignorant and must achieve knowledge. We learn to judge finely of things by beginning to judge of them grossly and cultivating the power to judge more and more finely or discriminatingly.

The teacher in service has a chance to judge by reason of her daily teaching experience. Training for her should be the contrast between what she had been doing and what is proposed in the new suggestion. This contrast should give rise to an independent judgment and should not stop with an acceptance of the new on faith. In classes for the training of teachers in service by reading of required books on pedagogy, the two attitudes may be made very clear. If book absorption is accepted as satisfactory the examination question will be, "What is the author's opinion?" or "What does the author say?" If adoption and adaptation are to be tested the question must be, "How did you modify the author's recommendation to suit your circumstances? What were the results?"

Growth of the teacher in service is measured in terms of increase of power to find and to adapt new methods, devices, ideas. Now one entire purpose of

supervision is to put the teacher into possession of the best known to supervisor and teacher so that the learning process for the child may be as short and as successful as possible.

It is the duty of supervision to forestall the teacher from making and repeating errors of practice that waste time and energy for the child. The teacher should not be permitted to work out her skill by repeating all the mistakes which have already been demonstrated to be mistakes. One mistake by the teacher becomes forty or fifty mistakes if each pupil makes the mistake. This is too costly. Experience conducts a very good school, it has been said, but also a very slow school and a very costly school.

The same point of view will reappear when rating of teachers is discussed, but there as here the power to adopt and to adapt suggestions and recommendations is regarded as the highest and most desirable and most praiseworthy capability of the teacher, and this highest power the growth in service should surely develop.

CHAPTER XIV.

Supervision of Instruction and the Grading of Teachers for Efficiency.

It appears safe to say that a difference in the effectiveness of teachers is everywhere found and everywhere admitted. This difference in effectiveness is quite generally adopted as a basis for difference in rate of pay. The principle is as sound economically and ethically as the pay for piece work in a factory.

The questions and disputes arise over the way of measuring and expressing the difference in effectiveness. Efficiency scales have been constructed on differences in the grade of teachers' certificate, according to which pay increases as the grade of certificate becomes higher, on the supposition that the more extensive the knowledge of the teacher the better the instruction.

This form of expression of assumed difference is generally combined with increase of remuneration according to length of experience. The second year's teaching while holding a certain kind of certificate is paid more than the first year's, the third year's is paid more than the second year's up to a maximum of from five to ten years. This increase rests on the supposition that each added year's experience increases the teacher's skill and power as an instructor to such a degree as to be worth increased pay. In school districts where frequent visits of teachers by supervisors or superintendent are possible, a third form of increase is usually made part of the grading plan.

A table of excellences or merits (sometimes also of demerits) of teaching is prepared. At each visit of the teacher by the superintendent or supervisor judgments or appraisals of the teacher on the items of the list of merits or demerits are recorded, and at the end of the year, the general average of these marks or appraisals decides to which class any particular teacher belongs.

The latest and most positively helpful efficiency valuation systems all include each of the three differences as factors of increased efficiency and therefore as reasons for increased salary. Because salary increase is expected by teachers in all systems of schools as the teachers become conscious of their increased worth as teachers, and because boards of directors everywhere are willing to pay the efficient teacher more, large school systems have very generally adopted some scheme of regular and systematic increase of salary for teachers.

Such schemes are called salary schedules. They are needed for the satisfaction and contentment of teachers and for the peace of mind of the directors and the superintendent. They permit of the concentration of mind and energy of the teacher into good teaching work rather than into a study of ways and means to influence board and superintendent to grant a salary increase. They permit the superintendent and the board to watch the teacher's work carefully and analytically by the table of merits rather than to ponder ways and means to keep questions of salary increase out of conversations and discussions.

A salary schedule administered by a board and superintendent in whom a corps of teachers has confidence is conducive to a contentment and a concentra-

tion of effort on the part of teachers which can not be attained in any other way. The reason for this peaceful and contented condition is that in nearly every case the estimate of the teacher herself is so fair and accurate that she anticipates the rating of the superintendent and is gratified to find that her judgment is confirmed by the superintendent's judgment. "The criticisms given me during the visits of the superitendent and supervisors prepared me fully to expect what I have been given," is a frequent remark in groups of teachers rated according to a good system in the hands of careful and conscientious superintendent and supervisors.

Differences Due to Difference of Teacher's Certificate. The higher the grade of certificate the larger the attainments which it represents, the more it has cost in time, in labor and in self-denial. Combined, these increments of knowledge and experience constitute a larger capitalization of personality in the same person than that possessed at the level of the lower grade of certificate. This constitutes an ethical and economical ground for the expectation of increased pay.

It may be necessary to insist here that the argument holds only "for the same person." It is not necessarily true that A holding a permanent certificate is a more efficient teacher than B who holds only a temporary or provisional certificate. The argument means to assert this: Both A and B will be improved as teachers by more knowledge and experience, so that both will be better teachers if the training is carried to the higher levels.

Training can not and will not cancel differences of original native endowment. Every superintendent has seen teachers with little training vastly superior in

effectiveness to certain other teachers who had graduated from several training schools. The teacher with poor training but with rich natural gifts is sure to be better than the teacher with poor natural endowments who goes through several schools.

The demand for like pay for like certificate is therefore unsound. Because of this truth a system of pay based on teachers' certificate alone may be very unfair, and will almost certainly be unfair unless corrected by differences in effectiveness as judged by a table of merits.

Differences Due to Length of Experience. So long as the teacher retains any plasticity and docility, so long continuing experience will add continuously to knowledge and skill. At first the increase is marked and rapid. Opinions differ, but some observers and estimators fix the limit of appreciable increase at five years. Other observers and students hold that ten years is the limit.

The matter is important because it fixes the time or point at which the maximum salary may be expected and should be paid. Salary schedules are not in agreement, but five or six years for grade teachers and six or seven years for high school teachers are frequent. The personal equation can not be entirely overlooked, but here too the grading by regard for excellences or merits permits a close approximation to justice to be attained. Rating as Class A, or Class B, or Class C, will be attained according to rate of development in the service, and will be slow or rapid according as the teacher is rapid or slow to adopt and adapt suggestions of supervisors and superintendent.

Teachers themselves are most frequently impatient and disappointed at this point. They can not realize

that having taught the same number of years is not in itself a guarantee of equivalence of power to instruct. "I have taught almost as many years as Miss G. is old, and ye' after four years of teaching she is rated higher than I am. Surely there is something wrong with a rating system which permits that to happen;" thus do some teachers think and talk.

Usually the best reflection for a superintendent or supervisor under such circumstances is the thought that if the complaining teacher had the keenness of mind to appreciate the real reason for the difference, she would also have the keenness of mind to improve her teaching so as to rise into the higher group.

Hence the modification of the qualifications embodied in kind of teachers' certificate and length of teaching experience by efficiency as measured in some table or scale is necessary to reach approximately fair dealing with teachers.

Now just what is meant by efficiency as a quality of the teacher? To say that efficiency requires adequate knowledge, skill as an instructor, and power as a disciplinarian, is not definite and accurate enough for a supervisory basis and rating scale. These large qualities and terms must be separated into still more definite and specific qualities.

Then recognition of the qualities will be easy and certain for the judge, and when delivered to the teacher informs her which qualities are commended and which questioned or condemned. Even if rating and salary increase were not dependent on this careful discrimination of definite qualities, the steady improvement of the teaching and of the teacher as the result of the supervisional criticism, demand it. Teaching must be not merely "good," but must be "good" because it pos-

sesses definite qualities, such as asking good questions and eliciting good answers; it may not be condemned as merely "unsatisfactory" unless the critic points out the respect in which it is unsatisfactory, as lacking clearness, continuity, or coherence.

Scales of Merit. Each rating system will have its own items. No two scales are ever exactly alike. Some time we may have a standard scale. Hence each committee or superintendent will prepare a scale or table to satisfy local needs or individual estimates of valuable qualities.

The Fourteenth Yearbook of the National Society for the Study of Education (published by Public School Publishing Company, Bloomington, Illinois, 1918), contains in Part II, Methods for Measuring Teachers' Efficiency, a table of such qualities prepared by Professor Arthur Clifton Boyce, at page 44, Chapter III, which is complete and detailed.

Under its first heading, Personal Equipment, it includes fourteen items; under its second heading, Social and Professional Equipment, it lists twelve items; under its third heading, School Management, it lists four items; under its fourth heading, Technique of Teaching, it lists ten items; and under its fifth heading, it lists five items. The entire list aggregates forty-five items.

The items are so named that critic and criticised will have common ideas as to their significance, even when there are differences between judge and judged as to the quantity or degree of excellence in that quality which the criticised teacher may possess or employ in her work. To any one preparing such a scale, the Boyce scale will be immeasurably helpful.

Degrees of Value. The ascription of values to the qualities or items in the chosen list also raises important questions. Infinite complexity and complication can be embodied in a rating scheme at this very point. Boyce uses a scale of 10 divided thus:

Excellent, 1;
Good, 2 and 3;
Medium, 4, 5, 6 and 7;
Poor, 8 and 9;
Very Poor, 10.

In favor of many distinctions there is the consideration that it is sure to secure fairer treatment of the teacher if a supervisor's rating is reviewed and confirmed by a superintendent. Where the supervisor or superintendent interprets his own marks the marks themselves are chiefly reminders, and the simpler system of five degrees or grades of any quality is sufficient for all ordinary purposes. If more detailed discrimination is to be useful, brief descriptive or explanatory notes made at the time of observation are the wise and helpful system.

How determine the values 1 to 5 if that scale be used? It may be done by calling 5, Excellent; 4, Good or Satisfactory; 3, Fair or Passable (barely acceptable); 2, Unsatisfactory; 1, Failure.

This series of terms and values has the approval of almost universal use. The supervisor feels that something valuable has been accomplished if he arrives at a definite judgment of value of the teacher's work, if he records the judgment and transmits it to her as her rating. Even the teacher who is rated 5, or excellent, may be satisfied by knowing that the supervisor regards her work excellent.

What of the teacher whose mark may be 4 (satisfactory) or 3 (fair)? Will she feel satisfied? Will not her state of mind be disappointmnt and distress because her mark is not better? That will surely be her feeling if she be ambitious and conscientious. Hence the mark must convey a double significance. It must show degree of shortcoming, or need of improvement. To be helpful and corrective it must also show the means to be used to effect improvement. The second showing is just as necessary and important as the first. If the 4 or 3 shows that the teacher has neglected to use suggestions given by the supervisor, it necessarily indicates that improvement of the mark can be earned by a more sympathetic and intelligent use of suggestions given.

It is deserving of note and remark in passing that such a system of definite marks and values puts supervision on a strictly scientific basis. The unit becomes 'use of suggestions.' The degree and extent of 'use of suggestions" can be counted and measured. "Excellent" and "Good" can not be measured, since judgments will vary in their use. The "Excellent" of one supervisor means less than the "Good" of some other supervisor.

Hence whenever a supervisor is aiming to make the supervision most directly fruitful and productive, he will devise and use after explanation to his teachers, a set of distinctions like these; supervision reaches results through suggestions to teachers, hence need for suggestions and disposition to adopt and to adapt suggestions may very properly become the measuring unit of the scale. The scale might then represent these forms of value:

5, seldom needs any suggestions from the supervisor; often supplies suggestions to the supervisor;

4, needs suggestions but always uses and adapts them wisely;

3, needs many suggestions, uses some, but seldom or never adapts them to her needs;

2, is helpless alone and must have suggestions about everything; seldom or never gets any suggestion used.

1, total failure; continuance impossible.

Besides putting the good teacher on her mettle, this scale permits every teacher to feel that her individuality has a real chance to demonstrate itself and to secure recognition. This removes one of the most strongly held objections to supervision, namely, that it tends to make mere imitators out of teachers.

It is also unmistakably true, that teachers marked on this basis are surer to anticipate their marks and to feel that they have been fairly treated than if the mark be an estimate of excellence described by a word with no indication why that quality is assigned. No one is more keenly aware than the teacher herself as to just what has happened between her and the supervisor in the matter of giving and receiving suggestions. To get the 5 the teacher must make her work stand out as something entirely different and better than the supervisor's suggestions. Using suggestions from the supervisor ever so skilfully can not secure the desired 5.

So long as all the originality comes from the supervisor, the teacher can fairly be called satisfactory, but nothing more, since it is the successful use of the supervisor's suggestions that enables her to reach 4; when the supervisor makes the suggestions it is because at that time the work is only 3, "needs many suggestions."

With this scale fairly applied teachers find it possible to evaluate their own work and to arrive at the same judgment as the supervisor, certainly to concur with the supervisor's marks with little or no difference of opinion.

Getting the Rating of a Teacher. Definite statement and demonstration of procedure will enable any one to construct a Rating Scale. Let it be assumed that the scale is to include four heads:

I. Personal Qualities;

II. Professional Spirit;

III. Teaching Ability;

IV. Disciplinary Ability.

Each of these four heads may again be divided into five subheads, so as to make it possible to recognize, evaluate and credit excellences and defects very specifically. This sub-division might be made thus:

I. Personal Qualities:

1. Voice; 2. Punctuality; 3. Resourcefulness; 4. Alertness; 5. Good Sense.

II. Professional Spirit:

1. Attitude toward pupils; 2. Attitude toward community; 3. Interest in work; 4. Co-operation; 5. Preparation.

III. Teaching Ability:

1. Arouses interest; 2. Is logical and psychological; 3. Reaches all members of the class; 4. Tests preparation; 5. Commends effort.

IV. Disciplinary Ability:

1. Uses ethical ideals and motives; 2. Develops self-control; 3. Uses instruction as means to discipline; 4. Corrects misconduct by commendation of good conduct; 5. Keeps pupils busy with appropriately related seat work.

As already stated, any desired number of points or divisions is possible. Each rater will prefer to make his own. This rater would advise relatively few points.

The great advantage of such a scheme as here shown is that the points assume an equality of value, and all schemes for artificial weighting of points are unnecessary. As yet the entire procedure is so crude that we may forego all discussion or quibbling as to whether each of the subdivisions is equally valuable.

We may decide that question some day, but we shall then know much more than we know now about "scientific" rating of teachers.

The four main heads, and the five subdivisions give us just twenty items for valuation. Since the maximum mark on any point is 5, the total mark for a 5 on each of the twenty items will aggregate just 100 points. Since almost all of our records and markings are on the basis of a 100 scale, it will be of relative advantage to have the rating scale on that basis also. Confronted with the duty of rating a teacher, the supervisor consults his notes and observations, evaluates in terms of suggestions needed and used, and finds it relatively easy to ascribe a 5 for one item, a 4 for another, a 3 for some, and so on. When each item is thus marked, the aggregate may be 60 or 85 or 95.

Classification of teachers into groups as A or B or C requires one more arbitrary step; the fixing of the credits or points which shall constitute the classes or groups. Class A might be fixed as those teachers who receive more than 90 points; Class B those who receive between 80 and 89; Class C those who receive between 69 and 79. This supplies suggestions and examples of all the distinctions and differentiatons of the usual Pay and Rating Scales.

Applied to a Salary Schedule the items combined would arrange themselves thus:

Length of Experience:	One Year Certificate	Five Year Certificate	Life Certificate
Class C—			
One Year	$ 800	$ 900	$1,000
Two Years	880	980	1,080
Three Years	960	1,060	1,160
Etc.			
Class B:			
One Year	$ 950	$1,050	$1,150
Two Years	1,030	1,130	1,230
Three Years	1,110	1,210	1,310
Etc.			
Class A:			
One Year	$1,100	$1,200	$1,300
Two Years	1,180	1,280	1,380
Three Years	1,260	1,360	1,460
Etc.			

NOTE.—Illustration of method is all that the above table conveys. The differentials are $100 per year difference between the kinds of certificates, $150 a year between the classes of teachers, and $80 per year increase for experience. Such values and differentials are in use in many places. Obviously information can be secured from any city using a Rating Scale by writing to the superintendent of schools. The rapid changes in teachers' salaries since 1917 makes any published scale worthless within the year in which it is fixed; hence this hypothetical scale is as useful as any for demonstration. It has no other purpose.

Important Considerations About Teacher Rating. No scale yet studied by the writer covers several important considerations by so much as a reference to them. First in importance is the necessity to put before any teacher but a single mark on any one point. Even if a superintendent and a principal both mark a teacher, and if each evaluates on identical points, not the different and separate marks of the two judges but a single compounded mark should go before the teacher.

The two or more judges should meet, confer, agree, and record the mark to which they can agree. That is the only mark that should go before the teacher and to that mark the two or three judges should then adhere in any discussion with the teacher. To do otherwise is to bring the entire scheme into disrepute. If the principal values the teacher's work 5 on any point and the superintendent rates it 4, and the teacher is given both statements, is not the arbitrariness of the marking the first impression, and will not the awareness that it is an arbitrary mark impair the teacher's respect and confidence for the marks and the system? Much dissatisfaction with marking systems is due to our "variable" judgments and values.

We have not had a fixed standard like "Need and Use of Suggestions," and have tried to imagine the best teacher we ever knew on a point as the standard for 5 for that point. Not having had the same teacher in mind, of course, our standards have varied, and we have forced the knowledge of the variation upon the teachers. It is worth repeating and insisting that on each item in a rating scale, but one mark should be recorded and reportd to the teacher.

Second, it is far best if each judge or rater passes judgment only on such points or items as belong definitely and specifically to that judge. The point can be easily made clear by reference to the items which a special supervisor evaluates. In the case of the supervisor of writing, rating should be restricted to the work of the teacher as it affects the teaching of writing in that room; similarly with other supervisors; then there will be no overlapping or contradiction of judgments and authorities.

Probably there will be no disposition to question this statement as to the special subjects like vocal music, drawing, writing, and physical training, except some one may ask, how is the principal's or the superintendent's judgment to become effective in these specialties where either has something good or bad to register? Entirely by conference with the supervisor and by modification of the supervisor's mark if necessary.

How shall the field be divided between the superintendent and the principal? Entirely in accordance with the responsibility of each for the supervision. The principal will have the major responsibility and weight in the matters which are mainly his responsibility, and the superintendent may suggest values or modifications. In matters like certification and so on, which are mainly the superintendent's responsibility, the principal will have only an advisory and a concurrent weight. In practice this differentiation is not difficult, although the first suggestion for its need is not easy to accept. Practice and tradition have so entirely set up another and a different procedure.

If supervision is to lead to a teacher rating that shall win and hold the respect of teachers, however, it must eliminate some of the present crudities and contradictions, like our arbitrary values and variety of opinions.

CHAPTER XV.

Why Supervision of Instruction Is Necessary

The duties of every school superintendent are made up of work which is purely administrative and of work which is simple and true supervision of instruction. To order the year's supply of textbooks is an administrative duty. To counsel with a group of teachers on methods and devices is simple and true supervision of instruction.

Many school boards and some superintendents are quite hazy in their notions as to the proper work of the superintendent. Administrative duties keep the business of the board going, hence board members are prone to think that the administrative duties are most necessary. Some directors have even been heard to ask, "What would the superintendent do if he did not have administrative duties? We appoint well-trained, experienced teachers, surely they can teach without much direction from the superintendent."

By reason of the title of this chapter, administrative duties must be omitted here. This will be a distinct advantage. Most books dealing with the superintendent treat only administrative, that is, executive duties, and give as little as a single short paragraph on the real work of supervision of instruction. That fact created the opening for this discussion of supervision of instruction in a separate cover.

A somewhat recent public discussion of the justification for supervision was supposed to have established these two reasons for supervision of instruction. First, the board finds out what the teachers are doing.

Second, the superintendent secures his information for rating the teachers according to the salary schedule. These two are neither the first nor the most compelling reasons for supervision of instruction.

The fact that a prominent superintendent made the statement is corroboration of the statement already made, namely, that some superintendents are not very clear in their conceptions of the true function of supervision of instruction.

For instance, it is possible and probable that no other one cause is productive of so much dissatisfaction on the part of teachers as the "rating" by the superintendent. Of this discontent school boards hear much. To remove the cause of complaint many boards would gladly discontinue supervision for rating purposes, if they believed that its only advantage was the "rating" advantage. The fact of teacher's dissatisfaction with rating as a supervisory function can not be dismissed with the consoling thought which some boards and some superintendents profess to entertain, that the only reasons why teachers object to supervision is that it makes them work harder, that it makes them study to keep abreast of the time.

This is very unfair to teachers as a class, even if it is known to be true of one or more teachers. They do work hard and will work hard to get time for a little study if it becomes evident that the study enables them to do better schoolroom work.

It is permissible to venture the guess that another reason for teachers' dissatisfaction with supervision is the fact that supervision of instruction fails to accomplish its chief purpose in many places, that is, it fails to bring fresh life and new vigor to teachers and to the teaching. If most of a superintendent's time

must be given to administrative duties, and least of his time to supervision of instruction, supervision of instruction will be very poorly done or will not be done at all.

The superintendent should first of all be a supervisor of instruction. If this supervision requires all his time, the board should appoint an administrative assistant superintendent to take care of the business part of the work. The business will thus get all the time it needs from an official who is directly and solely responsible for the business, and the superintendent proper can then supervise as he should the real teaching work.

Probably the first step toward such an office as superintendent of schools was prompted by the need for an official to whom a school board could delegate administrative duties. Naturally the office grew as schools grew in size. Good business administrative ability is the best hold many a superintendent has on his board of directors.

The superintendent does the business well and expeditiously, gets the reputation of being a good executive officer and for that reason has the confidence of the board. For executive duties this is both right and proper. In his spare time such an administrator is also likely to do very good supervisory work in guiding and directing his school system toward definite ends and by unified and coordinated procedures.

As far as it goes that is good supervision of instruction, but it is a bare premonition of the entire duty of supervision of instruction. "There will be little need of supervision if you appoint none but thoroughly trained teachers," has been urged in many places as a reason against the cost of supervision.

No fact is more certainly known to all good supervisors than the fact that without supervision, the twenty best teachers that you could put into a school building would not develop a school in which the work was unified and harmonized. "Would not these good teachers confer and thus work out a single plan?" some one asks. Of course they would, but that conference is supervision of instruction. The losses resulting from changes of textbooks which were formerly so much deplored was not any greater than are the losses to children through lack of supervision.

It is a frequent occurrence in large city schools that children in the same grade of one school building, a boy in one teacher's room and a girl in another teacher's room, find themselves in the home doing work by entirely different plans. In one such case the girl worked all her interest problems by the exact method, and the boy by the 60-day six per cent method. Both children were sure they were right, and the poor father who was himself a professor of mathematics had a hard evening's work reconciling the children's dispute.

Nothing but supervision can secure unity, use of the same textbook does not secure it, use of the same course of study can not assure it. Supervision which directs what shall be taught, and follows up the direction to see that it is carried out is the only way to secure unity, harmony, continuity, and equivalence of instruction in an entire system.

Just what is the school to do for the child and for all the children of the school system? If we just restate these outcomes of schooling it will help to make clear why we must have supervision of instruction. The child attends school so that he may become intelligent, so that his inborn powers may be developed, so

that he may be trained and fitted to live with people and to take part in that common or community life.

Supervision picks the way of travel (course of study), sets the pace (promotion rates and stages), and keeps the process diligently in operation to produce motion or progress forward (true supervision, oversight, and guidance). Information should be clear, definite, and usable, and need to be kept new and recent, and should grow into power and desire of constant acquisition and correction.

Development of the pupil must be studied to enable supervisor and teacher to adapt and to proportion the instruction to the children. The learning of new things of the schoolroom must become the habit of constant readjustment of knowledge and ideas, so that the constant changes of the world about him shall not puzzle and mystify the child after he leaves school. A changing world calls for constant readjustment to fit into and to harmonize with the changes.

Every live and wide-awake man and woman embodies this principle just as much as did Gladstone and Bismarck. Teaching under modern specialized grades and subjects could not accomplish such a result at all if it were not for the inborn capacities and powers of human nature.

Supervision of instruction must find and must keep in sight the unifying and harmonizing principle which the individual teacher and the specialist would very seldom find and perhaps never follow if left entirely to the inclinations of their own preferences. This charges the supervisor with no mean task.

What must supervision secure in "quality" of instruction? It must see that the ends stated shall be clearly perceived and closely followed by the teachers.

Visits to schoolrooms and conferences with teachers must be planned to see that the implicit of the course of study becomes the explicit of the recitation. All the teachers shall know the desired ends and shall consciously do their part toward carrying the pupils in their classes the outlined distance and degree forward toward the end fixed.

The more schools there are in the system, the more difficult is it for the supervisor to attain these ends. If the future welfare of child and community are considered, it is much more important that these ends of instruction be secured than it is important that the business affairs of the system be economically administered. Economy in the business affects the present.

The education and training of the child not merely affects, but entirely limits, fixes, and conditions that future for himself and modifies it for all who come into life contact with him. Which is not saying that carelessness and extravagance are to be permitted, but it is saying that right supervision of instruction is more important than good business administration. The supervision of instruction is much the more important, although some directors will not admit it, since they can and do hear the complaints of taxpayers, and they may never hear the complaints and laments of the children who are now attending their poorly supervised schools, complaints and laments that their school opportunities did not teach and train for certain things which life requires of the adult.

"As is the teacher so is the school" is still true. For supervision the maxim may be stated, "As is the supervision so is the teacher" and then the older form of the statement will also be true; therefore, as is the supervision, so is the school.

Supervision must first secure unity of aim and purpose in the instruction. Although it is not easy of accomplishment, it is imperatively necessary, else each teacher will have an individually varied aim and purpose. The course of study, bulletins, outlines, conferences with teachers, and grade meetings of teachers are the means for this unification process.

New teachers coming into a system are probably alone a sufficient cause to require supervision or the results of supervision in securing unity and coordination in the teaching work of the respective grades in the different schools of a system. Continuity and relatedness of instruction must also be secured by supervision. Frequently the change of a textbook in a lower grade may require a change of plan and method in the grades following the grades which are using the new book. Without careful supervision such an adjustment would be overlooked.

The teachers coming into a system, or the teachers changing from one grade to another within the system, need supervision to observe and to obey all the details of procedure set down in the manual or in the official bulletins.

Adaptation of the instruction to the age, understanding, and to the developmental interests of the child must also be secured by supervision. There are teachers in every system, of course, who look after these matters carefully without supervision. Here also the constant changes in the corps of teachers makes heavy calls upon the supervisor's time and energy.

Let it be admitted that teachers can do this without supervision, but let it also be truthfully stated that many of them never give the matter a thought unless brought up short and sharp against some point involv-

ing the adaptation, although their proceeding evidences unmistakably that the idea of adaptation was not present when the lesson plans were made and is not present during the recitation.

The instructional opportunities of all the children in a school system should theoretically be equal. Theoretical approximation to equality may be secured by good supervision, but would never even be thought of if each teacher were permitted to run her school as seems best to her.

The teacher with 30 pupils of one grade finds it easy to have each class recite in every major branch at least once each day. What can the teacher do who has two or three or four grades in one room? Each pupil in her room is also entitled to one recitation each day in each major subject, but where can the teacher find the time for it?

This difficulty has escaped the discernment of many good teachers. They have done the best they could under the circumstances and felt that their sins would be forgiven them. The best grade teachers aim to equalize the time between the grades. That is a recognition of the problem, and is an attempt to solve it. But even that is a very different thing from equalizing the children's chances.

The instruction must also be suited to the subjects of instruction. A written arithmetic lesson which calls only for figuring exercises may be literally a "written" arithmetic lesson, but it is far from being the kind of instruction which the child needs in the subject.

The oral explanation of the figuring process is a most important place for language training, training in the power to think as you talk, and also a process by which the solution becomes a clear unified concep-

tion of the process as a whole rather than as a partial or piecemeal conception step by step. Such regard for suitability of method and of subject can be fostered by supervision.

In the absence of supervision many schools have entirely abandoned explanations or solutions in arithmetic. In any system of schools it is likely that here and there a teacher is using each study as an exercise for training in several other branches also, but if such wise use of opportunity is to be general in a system, it must be made general by supervisory requirement. Otherwise individual teachers will "do as they believe best," with regard only for their own preferences and wishes, and with entirely complacent disregard of equalized instructional opportunities of all the children of the system.

No printed book or bulletin can secure this observance of the accepted best procedure. Supervision, closely observant and insistently following up its directions with follow-up oversight can secure the equal rights of all the children as against the preferences or individual likes of some teachers.

Supervision must secure economy of time in learning, economy of effort, economy of cost of equipment. If each teacher be permitted to follow her own ideas, unimaginable varieties and disparities of proceeding will result. Of the varieties and disparities, but one can be best. This best supervision must prevail throughout the entire system, until some excellent teacher works out a new "best."

Then again supervision will disseminate the knowledge, reequip all the teachers of the system with the better, newer plan, and thus once more justify supervision. New ideas, plans, and methods can and do

spread a little among the teachers of a corps without supervision, but the right kind of supervision will immediately and quickly spread to all the teachers of the system anything and everything new and better that can be secured. The attainment of this end of supervision, it should be positively stated, is not possible except the supervisor has time for much visiting of teachers and for many general teachers' meetings and for grade conferences.

Working at a desk in an office, or traveling about among the schools to see that window panes are all in place, and that book closets are in order, will not secure economy of time in learning. The most elaborate system of reports imaginable will not attain this end. Only direct personal presence in the schoolroom while the teacher is instructing, with the visit long enough to observe a unit of procedure, can give the supervisor a glimpse of the extent to which the teacher is giving heed to directions and requests for specific methods and procedures.

Invigoration and inspiration of pupils and teachers with hope and ambition is also a duty of supervision. The teacher's daily admonitions and appeals to pupils for their best efforts can be powerfully reenforced by the superintendent. A word, a nod, a question, a commendation, cost nothing and take no time, but the superintendent must be there at just the right moment, and that moment is never when he is sitting in his office. Teachers and pupils are helped to a steadier and more confident effort.

Instruction must also be kept reasonably new and complete. The textbook may be unavoidably out of date. In 1921, for instance, no textbook in geography can possibly show the boundary lines of central Euro-

pean countries. The magazines show the lines as they are tentatively fixed from time to time. Supervision must get this information which is not in the books before the children if it be gotten there at all, so that the entire plan and method of presentation shall not be destroyed. If each teacher fits the matter into the scheme of things in her own way, there will be as many ways as teachers. Only supervision can make the addition of the new or the modification of the old so as to preserve the unity and balance of the original system.

To visit teachers often, at least often enough to see them do the several different kinds of work assigned them, and after such visits to confer with them, is the only way in which a superintendent can direct the work of a system so that the instructional qualities will be what they should be.

No superintendent will seriously disagree with the ends of supervision as here enumerated and described, but how many superintendents are there who request from their boards of directors sufficient time for this kind of supervision? No school system in which a teacher can report but one visit of her supervisory officer during a school year has anything that may fairly be called supervision of instruction. No school system has real supervision if the superintendent pays even hundreds of humming bird visits. Real supervision confers much with teachers, always after visits, often before visits. Garfield told us, "Statesmanship consists of removing causes rather than evading results." Superintendents may profitably practice the wisdom contained in that dictum.

The mention of the conference of superintendent and teacher brings into prominence for us what is probably the most conclusive proof that supervision

of instruction has not attained proper recognition in the work of superintendence. We have not yet found the right way, not even a good way of meeting this need for conferences.

To hold teacher and superintendent after school is not fair to either. To defer the conference until Saturday is to miss the vital point of the conference, namely, its applicability. A correction that can wait until Saturday is likely to be regarded as if it might about as well have been withheld altogether. The right practice will require school time, and school time of both teacher and supervisor.

How shall the teacher's class be cared for? Obviously by a substitute teacher. Where is there a school system which has substitute teachers for this purpose? Obviously, therefore, superintendence has not insisted upon the provision of a satisfactory means of conference without loss to the children or without imposition on teachers and supervisors.

What superintendent is not aware that to take school time for such conferences would immediately bring the criticism, "They do that just to take it easy. They are loafing on the job." When real supervision of instruction shall be recognized as it should be, not only will time for conferences be allowed in the schedule, and substitute teachers provided, but our school buildings will be provided with suitable rooms for such conferences.

Summarized the obligations of supervision of instruction may be arranged in this way: Instruction must possess unity and completeness, it must possess proper sequence, it must be suited to the children and to the branch of study, it must give all the children the same chance, and it must incorporate the new with the old as fast as the new is also approved.

All these qualities of instruction summed up will enable the pupil to assimilate what he needs in the least possible time, at the least outlay of energy and of money by the community. Retardation of school children, as Ayres demonstrated some years ago, is costing school districts tens of thousands of dollars each year.

This is a preventable waste. Supervision of the right kind can prevent it if combined with teaching of the right kind. The best obtainable teaching without supervision can not eliminate that waste. Supervision of instruction must therefore assume the responsibility to equip each new generation of children with the ideas and ideals of the parents in the least possible time, and must also prepare them to be ready and capable of readjustment to the changes that will come after school days are over.

Only a very small percentage of teachers as teachers have ever caught that vision. From its very nature, teaching of children operates to contract and to shorten the teacher's vision. The child, figuratively speaking, is with the teacher only a day or two; how shall the teacher become aware that her teaching must be for life and not only for the ever imminent "promotion" examination? It is the duty and the opportunity of supervision to get the larger and the longer view integrated in school ideals and in school procedures.

Administrative and executive proficiency will never reach this goal. Supervision of instruction and conferences concerning the instruction will make the supervisor the guide and the inspiration of the teacher even as the teacher is the guide and the inspiration of the pupil.

CHAPTER XVI.

How May the Visit of the Supervisor Be Made Profitable and Most Enjoyable?

The times of school visits, perhaps it should be written "of school visitation," by the supervisor of instruction, is in many school systems and by some teachers in all school systems, a day or time of extra tension and strain. "The supervisor may not be pleased or may find something to criticize," thinks the teacher, and therefore dreads the supervisor's coming or the interview after the visit.

Many teachers, on the other hand, feel that the days of visit by the supervisor are among the best of the week or month. They look forward pleasantly and eagerly to the visit. If they chance to see the supervisor they are sure to inquire, "Are you coming to my room soon again?" They look forward to the visits with expectations of delight and profit. Will they not be given help and advice about matters that have puzzled them? Will they not receive commendation for new features in their methods? Will not the supervisor clear up certain cloudy problems? Will not the supervisor have suggestions and recommendations for the management of hard cases of discipline? Will not the supervisor bring new ideas, new hope, fresh courage for the daily round of difficulties? How may the supervisor's visits be made an unfailing satisfaction and pleasure for every teacher?

All teachers who regard the supervisor's visits a pleasure and a source of strength could easily write

a prescription to fulfill the conditions, and all the prescriptions would have common suggestions.

Among the suggestions given by a group of experienced teachers to a group of beginning teachers, the following common suggestions were found. Other suggestions are possible, and a few of the recipes had none of these suggestions. Therefore, no claim of exclusiveness can be made for the suggestions here presented. To claim that would be folly. Instead, the suggestions are passed along in the hope that since they have already helped some young and beginning teachers, they now find a larger usefulness, and entirely in the spirit of freely and gladly giving to others what has been found useful and helpful to some.

The teacher ought to be glad when the supervisor comes. Ought is used advisedly and intentionally. The school system is under obligation to the present generation to fit the new and oncoming generation most directly and most economically for its duties and responsibilities in the sphere of adult manhood and womanhood. Hence instruction must get to its goal at the least expenditure of time and money.

In school systems where a large percentage of the teachers is "inexperienced" each year, and where another large percentage is also "untrained" each year, the only reasonable means of securing the necessary economy and directness is through the provision of careful supervision of the instruction. The supervisor is a fixed fact for some coming generations; the school inspector can come only when the untrained and inexperienced teacher disappears. Since we must have supervision (guidance) of instruction, therefore, it becomes a duty of teachers to be glad for it, and the "ought" should be that of a firm and unfaltering re-

solve, stayed by the expectation and belief that supervision will lead to better work in instruction.

A steady, fixed, and positive determination to get good out of the supervisor's visits, to learn from them and to profit by them, is a first necessity to the actual and positive enjoyment of them. "I will overcome my foolish fear and nervousness and just be myself" must be resolved and the resolution lived up to. It may waver, rise and fall and disappear when the supervisor is actually in the room, but it will also rearise and stand out if the teacher is getting ready "all the time" instead of just about the time when the supervisor is expected to come.

For instance, the teacher who propounds a teaching perplexity to a supervisor, and who receives an appropriate suggestion from the supervisor, will not easily think nor believe that the supervisor's visits are to be dreaded rather than enjoyed.

Besides this moral and ethical "set" of mind to enjoy the supervisor's visit, the teacher should be sure to follow the following suggestions. First, in a note book kept for the purpose be sure to record difficulties as they arise in the instruction. Any hints that her own knowledge or experience suggest should also be noted.

During the supervisor's visit, bring out the notebook and refer the difficulties to him with a request for advice and help. Your careful note taking and your serious effort to help yourself, will impress upon him that you are both careful, studious and seriously in earnest. That impression is worth very much to the teacher.

Also, after you have noted the difficulties and your best thought at the time, review your notes, and you

will find your own mind dwelling upon the matter and drawing upon your experience, your observation, and your reading for a further or for a completer reply. This reaction upon your own thinking is worth more than the supervisor's visit, even if he does give a different suggestion. The teacher is developing strength and is laying up resources of helpfulness. Each of these is an excellent form of teacher self-culture and self-training.

Second, after the supervisor makes suggestions in response to your request for help, adopt and adapt the suggestions to your school, classes and circumstances. To dismiss the suggestions without trial shows the teacher to be a mere flatterer, and not a student in search of better ways of teaching. That is what the supervisor will unavoidably think if the recommendations asked for and given in good faith are not observed in the teacher's subsequent practice.

As mere policy, obsequiousness it will perhaps be thought, it is wise to show respect for his recommendations. The young teacher working under the guidance of a wise supervisor will nearly always find that the practice thus begun for mere policy will quickly establish itself firmly as a clearly grasped and intelligently applied principle.

The supervisor's larger knowledge and longer professional vision will stand justified and confirmed by the outcome. The teacher who was but a short distance from scoffing will be converted into a believer in the wisdom and worth of the supervisor's recommendation. The mechanical and unsympathetic supervisor will be merely the exception which proves the rule.

Third, tell the supervisor about difficulties which you think you have mastered for yourself and invite his judgment on your solution. This is not vainglory. This is the teacher's right and privilege. Since he can not see all of any teacher's work, and since the teacher is laying bare some of her weaknesses by her work or by her requests for help, therefore the teacher not only has the moral right but should feel under the necessity to tell some of her successes, entirely as a way of securing a fair and just judgment of her work, and as an offset to the admitted faults or weaknesses.

The careful record of such instances, the modest and simple statement of facts, will stamp the teacher as careful, methodical, studious and desirous to improve in her work. To be thus regarded by a supervisor is to be held in not only high but in fine esteem.

Follow your regular program or plan of work when the supervisor comes. If he wishes to see any special class or branch taught, request will be made. Be it ever so artfully done, suggestion of a change from regular work impresses the supervisor with the teacher's unwillingness, perhaps unreadiness to go on with the regular program. If unreadiness, then unpreparedness, and that is a cardinal sin.

No form of flattery of him as a fine speech-maker is ever subtle enough to deceive the experienced supervisor. He was once a teacher under supervision. That little subterfuge is quite transparent to him. The teacher who believes and who acts as if she believed that the class will get more if she teaches it than if he taught it, is taking a fine professional attitude. The teacher who is sure that the children will be greatly profited by the supervisor's speech is not fooling him even if she is flattering him. The teacher who omits

the regular grammar lesson and who calls out her Third Reader class instead, is not fooling herself nor the supervisor nor the children.

If such dodging must be resorted to when he comes, of course, the teacher will be under a tension and strain. If careful plans are made for the daily work, for recitation and for seat, and if the plans are faithfully followed out, the teacher has forestalled all faultfinding. Instead of faultfinding, the careful planning and the faithful carrying out of the plan will evoke and will be sure to receive praise and commendation, and will thus start kindly thoughts and pleasant expectations from his visit.

The teacher who thus thoughtfully notes her difficulties daily just as they occur and refers them to the supervisor, who adapts his suggestions to her needs, who reports her own successes as well as her failures, who plans her work and works her plan, determined to teach every lesson as if it were to be taught under the observation of the supervisor, will be sure to enjoy her work most when the supervisor comes to render an opinion; she will be sure of approval of the excellences of her work.

From that experience she will be able to judge more correctly and confidently on days when he is not present. That surely will result in a substantial increase in joy in her work. Thus diffidence, fear, discomfort, or even dread of the supervisor's visit, by determined and conscientious effort may be turned into enjoyment and pleasure and into the largest professional gain.

CHAPTER XVII.

Who Shall Rate the Superintendent?

The rating or ranking of teachers for efficiency, as it is called, or the assignment of grades or values for results of their teaching, has brought out various and diverse opinions. Of all the questions raised, the caption of this chapter has been least discussed. This has given many teachers and all the opponents of rating schemes or systems the impression that there is no satisfactory reply to the question.

Usually the question is thought and not asked, although there can be no good reasons why teachers should not ask such a question. Certainly there are some very good reasons why it should be answered if any large number of teachers suppose that no good answer can be given, and if they suppose that to ask the question is at once to bring rating plans into ridicule.

Superintendents are as much "rated" and more "berated" than teachers. Although teacher rating by superintendents and supervisors is a professional procedure based on the "rater's" long experience, special preparation, and sincere and honest desire to do right and to deal fairly, the "rating" of the superintendent is done by everybody, often with malice, mostly in ignorance, and without any special knowledge or experience in the matters judged. Not all superintendents and supervisors are perfect, none are infallible. Some may be and are influenced by considerations which are not professional, but entirely personal. This must be

admitted, but the admission will not deprive rating schemes and processes of all claim to support for their continuance.

Pupils rate the superintendent. They think his examinations are too difficult, his rules are too strict, his requirements are too exacting, when the rating is low. He may be an amiable person all of whose deeds are entirely pleasing to the children.

Between these extremes are all shades of modified opinion, more or less colored by repetitions of opinions gathered from elders at home or on the street, or sometimes even nearer the seat of authority. Every superintendent knows that for him there is no immunity from some kind of opinion held by the pupils of the system.

Parents rate the superintendent; they praise or blame, sometimes one and sometimes the other, according to current opinion, settled habit or temporary community excitement. In about ninety-nine percent of the cases these opinions are based on half knowledge or on less than half knowledge. The equal rights theory of democracy is perverted into a supposition of equal knowledge and equal competency, and judgments are rendered on the work of supervisor and supervision with entire disregard for limited knowledge and lack of skill to judge that kind of values.

Every superintendent knows he is being thus rated, and accepts the fact as part of his official responsibility. Does not every day's experience on the streets of his city confront him with persons who have a grievance against the schools? Does he not many times have to explain and justify the acts of teachers who protest against *his* rating of *their* work by asking the question, "But who shall rate the superintendent?"

Does he not know that he is being rated just as certainly as are the teachers, and does he not also know that usually there is no "long preparation, long experience, sincere desire to do right and to deal fairly?" Just as with teachers, rate of pay and continuance in office depend on such rating for the superintendent.

The newspapers rate the superintendent also. Generally this is intelligent and sympathetic rating. Often it too is based on incomplete acquaintance with the facts. This rating is public, spread before all the people, all the children, over an entire county. The teacher never is subjected to a rating such as newspaper discussion of the work of the superintendent constitutes. This too is a part of the inevitable responsibility of the office, and every superintendent knows he must expect it. The recollection of this fact should help teachers to realize that their own rating and grading, which never becomes public, is as nothing compared with the superintendent's rating.

The teachers rate the superintendent. Not always, of course, from the broad and professional basis that should be expected. Sometimes they rate him from a purely personal point of view, sometimes from the particular school or grade point of view. A true view and judgment of the superintendent by the teacher should take into consideration the entire aim and policy, the complete program for the entire system. Getting this larger point of view and the endeavor to compass and to assimilate it for the purpose of cooperation and participation, this will forestall littleness and narrowness. A teacher who does this will have individual opinions about matters, but her sympathies are almost certain to be friendly.

While not all superintendents judge their teachers on clearly professional considerations, it is certain that more superintendents are right in this matter than are teachers; or to say the thing differently, the percentage of superintendents who form professional estimates of their teachers is larger than the percentage of teachers who form a professional estimate of the superintendent.

Training, experience, outlook, all combine to make this true. The fact that it is true, however, has an important bearing in this discussion; the teacher's rating of superintendents is not entitled to the same consideration that could and would be accorded it if the judgment were entirely broad, impersonal and detached. The two judgments are not reciprocal, therefore can not cancel each other.

The board of directors rate the superintendent; usually this rating is quite unreserved, frank, and entirely undisguised by any diplomatic effort. Position, pay, peace of mind, esteem of the community, and other values depend upon it. It is a part of the responsibility, and is so accepted by the superintendent. Any and every phase of the many varieties of duties imposed by the office is subject to rating by the board.

Nothing in a teacher rating scheme can in any way compare with the board's rating of the superintendent. This fact is urged so that teachers may see and comprehend how much pleasanter is their lot when rated by superintendent and supervisor than is the superintendent's when rated by the board.

"Who shall rate the superintendent?" is admittedly a fair question. He is rated by pupils, by parents, by the community, by the newspapers, by the teachers, by the board of directors, by state officials. The su-

perintendent too has not one but many persons who rate his work. Knowledge of his work in many cases is very incomplete and one-sided, disposition is biased, judgment is given about matters of which the judge has no knowledge of values. Teachers rated by superintendent, by principal, and by supervisor, surely can not think they have made rating of teachers ridiculous by asking satirically, "But who shall rate the superintendent?" They can not avoid the conclusion that theirs is the lighter burden. So it should be, of course.

CHAPTER XVIII.

A Few Unsolved Problems of Supervision of Instruction.

It might be inferred from the title of this chapter that the preceding chapters were regarded as solutions of the problems there discussed. The most that is claimed for those chapters is that they do constitute an attempt at an answer, though they do not assume that it is the only answer nor that it is the best answer. Wrought out of experience and wrought into print, they represent just what one supervisor has found workable. Many plans and expedients tried are not recorded in these pages, merely that others may be given the benefit of honest effort to find the better way. These unsolved problems are so regarded by many superintendents and it is the knowledge of that fact that warrants their statement and description here.

As already stated, one chief obligation of supervision is to keep instruction fresh; that is, vital. Routine procedure year after year, sing song teaching as it might be called, should not be tolerated by good supervision. To keep the instruction fresh, that is, up to the hour as to facts and relations, requires that the facts and the relations be gotten before the teachers in advance of the new textbooks. The educational journals all discuss and present these matters in valuable and timely articles. If the teachers subscribe for these journals and read them, the facts and relations will at least be known to the teachers. But that is a very different matter from getting these matters taught. The teachers already know the textbook.

They have taught it or another like it. With this inertia in favor of the book the superintendent must reckon, for it is one of the constituents of the difficulty of getting the new facts before the pupils. If the teacher is to get the facts from the magazines, how are they to be gotten before the pupils? Is the school to subscribe for the magazines, and make study and recitation from these magazines a part of the work of the classes? Some superintendents have been able to induce their boards of directors to subscribe for school magazines for this purpose, but this reply is not general.

Syllabi complementary to the course of study are another form of provision for the introduction and inclusion of anything new in facts or methods of procedure. The mimeograph and other forms of cheap and rapid duplication of copies have made this form available for small and for large systems. But the study and adaptations of these syllabi are an enormous tax on teachers. If each supervisor and if the general system all get out syllabi or teaching outlines, when is the teacher to become familiar with the syllabi? When is she to work out the necessary accommodations of outline to books? Usually supervisors present such a syllabus and try to console the teacher by saying, "You can easily do it in a few minutes." Probably the few minutes will mean an hour or more. There may be four or five supervisors, and there is the general supervision by principal or superintendent. If each of these agencies use a syllabus, think of the teacher then! When is she to find time to make the needed accommodations of syllabus to textbook in from six to ten subjects?

Can this work be done at the grade teachers' meetings? Well, some superintendents think so and are making a hard trial to succeed by using teacher's meetings. The teacher's meeting will very likely be part of the plan which shall finally be adopted, but as a sole reliance the teachers' meeting is insufficient. Time is not available to hold teachers' meetings frequently enough. One teachers' meeting a month is usually regarded as about all the time the superintendent should spend with his entire corps in teachers' meetings. When the teachers' meeting is to be held, that is whether in school hours or after school hours or on Saturday, is itself an unsolved problem.

In general this problem is made more difficult because every school system takes new teachers on each year. While these new teachers are becoming familiar with the course of study they are also to become familiar with the syllabi. Where is the time to come from and where are teachers to find the strength for such exertions? Shall they be paid extra for these extra labors and for this extra time?

Time for Conferences. To attain the ends of supervision, conferences between teachers and supervisors are necessary. There should be conferences before the suprintendent or supervisor observes work, conferences afterward, conferences during vacations, conferences during any local crisis. The "when" alone is one aspect of the problem. Next, whose time is to be used for the conference. Shall it be school time or Saturday or other after-school time? Some supervisors practice a modification or combination of all these. The payment of teachers while attending institutes foreshadows a possible reply: Fixed days for grade meetings and conferences with pay for the teachers

and supervisors for this time. The meetings and conferences are held that the child may save time in learning, hence the community can afford to pay for it. This consideration has not been insistently forced into prominence by superintendents in urging the claim for extra pay for the time put into extra effort by teachers, supervisors and superintendents. Hesitation to urge this claim may be due to the fact that it used to be thought that the teacher was trained and ready to do her work before she began to teach. If teachers' meetings were held it must be for the benefit of the teachers, it was to enable them to make up for the lack of preparatory training. We are now justified in demanding the remuneration for the extra meetings because they will shorten the learning time and process for the child, thus save his time, and therefore save the communities' time and expense.

Another aspect of this problem is whether or not the conference of teacher and supervisor should take place immediately after the supervisor's visit, in school time or after school time? How could it be in school time? The teacher has a class which must not lose the time. An answer which has nowhere been tried is an extra teacher who accompanies the supervisor, and who takes charge of a room while the supervisor and teacher are conferring after the supervisory visit, or before it, too, if the supervisor desires to confer with the teacher before seeing her teach a particular subject. This teacher could be used as a substitute when the supervisor is not visiting teachers. The conferences of teachers and supervisor would surely occur, and the fruits of supervision would be certainly gathered. If the real value of supervision of instruction were generally perceived and appreciated, this extra

teacher would have been asked for and secured. Supervisors trust the chance conference after school or on Saturdays. From the chance conference very little good can result, hence the true value of the supervisory conference has been almost overlooked or unrealized.

Frequence of Supervisory Visits. What is the most beneficial frequency of visits of special teachers or of supervisors of special subjects? Once a week, once every two weeks, once a month? Is the same frequency needed by all the subjects or should some subjects be more frequently supervised than others? How often should the superintendent visit his teachers? Is once a month enough? Is that too much? Frequence of visits of supervisors and superintendents has been fixed wholly by regard for the time units of the school week or school month, so that the special teacher never comes oftener than once a week, perhaps not more frequently than once a month. Why? Is it entirely a matter of economy of either time or of money for payment of salary? Or is it reduced to minimal frequence because teachers are said not to like supervision in almost converse ratio to their need of it? What is the answer? Who will determine the matter? Will we not some day recognize the fact of units of subjects or unit portions of processes? And will the unit of the subjects and of the processes of instruction determine the frequence of supervisory visits? Whether that fact will condition frequence of visits or not, it is clear that we have nothing but opinions on the matter and the opinions are almost as numerous as the school systems. Each system is at work on its own opinion of the matter.

Should the superintendent see a teacher once a month, once a year, or how often? Should he see a

teacher in part of her work, that is, should he see a few classes taught or should he have time to see the teacher teach each subject in her program? Should he see her at a different time of the day at each visit? It would be impossible for superintendents to try to hold themselves to such a modification of their itinerary of visits, say some superintendents. Which is but saying that prevailing practice is assumed to be doing pretty well, and that pretty well were better left alone. To change the proceeding because of the recognition of a principle rather than follow the chance method of the present, might get us less satisfactory results. Interpreted that statement says, "We are not very sure what are the values of supervision. We assume that there are some valuable results from supervision, and we might lose those if we change the practice." Supervision is not sure enough in its convictions of its own value to demand the necessary time and freedom for the supervisor to visit teachers on that basis of frequency. Has supervision made any demands for such an amount of free time for the supervisor? Will it be ungracious to suggest that perhaps some supervisors are not very sure that more visits by them would result in gain to the teachers and the schools? Irritating supervision, of which numerous forms exist, may very properly be reduced to a minimum, or would that it could be reduced to zero.

How much freedom from disturbance do schools need?

This is not the same question as the former. Supervisory visits may properly be regarded a disturbance, since the presence of the supervisor is a different circumstance. Frequent disturbances hinder and annoy. Every system of schools that has become fa-

mous like Gary, Indiana, finds it must fix certain times, say days or even weeks, in which no disturbance of teacher and children is permitted. "Visiting privilege withdrawn for the day" needed to be posted so often that each teacher has a card which she fastens on her door and thus turns the stream of disturbing visitors away. Of course the necessity is easily perceived and denial of the privilege is not resented by the visitor, especially if he be a "school person," even if he has journeyed some hundreds of miles to see the school. Unit of work plays a part in this freedom from visit, but freedom from overstimulation must also be taken into consideration as an end to be kept in mind. What amount of freedom from visiting does a school need? is therefore a problem which should be solved, probably as the complement of the problem of the right frequence of visits.

Results of Standard Tests. How can supervision make sure that each teacher uses the results of all tests or of standard tests so as to secure the maximum benefit? Statistics and summaries and comparisons of school systems are worth while, and the work of standard tests may very properly make such study of these comparisons prominent. After the classroom teacher has found how the home system compares with neighboring systems, and even after she has found the standing of her class with other classes of the home system, there is a result incomparably more valuable than either of these facts, namely, just where each of her individual pupils succeeded and where each failed in the test. From that knowledge should come a series of corrective lessons or drills for the pupil or group of pupils who have made the same blunder. To discover the blunders, then to group the children according to

the kind of blunder, then to devise a way to give to each group just the kind of drill which it needs, all in class time, and without breaking up her class or her schedule, is a difficult problem for the teacher. Supervision must solve the problem, but first it must realize the importance of this aspect of standard tests. This application of the revelations of the test is the fine color and the mellow taste of the ripened apple.

Written or Oral Report of Observations of Supervisors. Shall each supervisor inform the teacher of the result of his observations? Shall the report be written or oral or both? At first thought this question may seem to lack point. Consider that any teacher may have from one to six special teachers or supervisors, and one or more superintendents or assistant superintendents. If all these supervisory officials visit the teacher, shall each leave a written copy of the notes taken during the visit? That will give the teacher a fine collection of notes, but does it not appear to be rather much note receiving? Are teachers to be supplied with card index cabinets to keep their supervisory notes? Is not the oral report sufficient, especially if the conference about the visit takes place soon after the visit? It might seem so until it is recalled that at a subsequent visit both teacher and supervisor may not be able to recall just what was said or observed during the preceding visit? In practice it has been found that the persons who visit infrequently, say like a superintendent, who makes but two or three visits a term to the teacher, the written statement of observations is much the more valuable. Quite frequently too the written statement can be so made and suggestions included that the conference after the visit is not actually necessary even if highly desirable. With the principal,

for instance, who can and does visit his teacher very frequently, the oral report is preferable, except in very serious cases. Even with a principal, who can see his teachers any day and even several times a day when necessary, the writing of a second observation of the same fault and of its suggested correction, may be made very impressive just because it is written, if the teacher's attention is called to it with the remark that this written form of supervisory correction is used so that the number of times it was observed and corrected shall be recorded. Trust to memory in such cases is productive of dispute and disagreement. The practice of many years seems to establish this distinction as practicable and satisfactory.

Each supervisor will have his own unsolved problems, and will also have some form of solution of his problems. The art of supervision is quite young and the function is not yet sufficiently differentiated to have yielded any large body of accepted facts or to have developed any long series of settled procedures, and that explains why we have all these unsolved problems. Just because of these unsolved problems the meetings of supervisors at educational conferences usually are among the most interesting features of such a convention. Supervisors are mostly working alone on their problems, and each finds some kind of solution. Just how each supervisor can be given the benefit of the experience of all the others reveals the next problem of supervision.

How may the valuable knowledge and skill of all the teachers of a corps be made available for the entire corps, and especially how may the young teachers entering a corps be given the benefit of the skill and power of the experienced teachers? When supervision

finds the answer to that question, the work of the normal school will be very much more valuable. One superintendent has tried cadet training of inexperienced teachers with such expert older teachers. The cost of the plan soon raised objections which could not be overcome, and therefore the benefit of the plan was not given a chance to become manifest. The faith of supervisors in such a plan must become much stronger than it now is if the experiment is to be given a fair trial. It must become so strong that it will insist upon that form of teacher training as the "continuation school" form. The normal schools can not possibly find places and classes enough for the students to get any real training in the normal model school. Every large school system can in this way train its own teachers, at some cost to the system, but with great gain to the children.

CHAPTER XIX.

What Two Teachers Think of Supervision.

Long after all that has preceded had been thought out, and long even after most of it had been written and published, the two protests which constitute this chapter came to the writer's knowledge. They are included because they represent facts and a real point of view. Probably the preceding discussions have stated or intimated the correction for the faults of supervision set forth. It is not controversy that is aimed at but a contrasted point of view. The conscientious supervisor will want to feel that he has a proper correction for every complaint voiced by the two teachers.

How general is the feeling expressed by the two voices of protest is a problem. Some time soon a department of graduate study of education will make a study of supervision of instruction in the supervisory units lying all about it in cities, boroughs and counties to ascertain what is the attitude of entire bodies of teachers toward supervision. Not all the sentiment is hostile or questioning. What percent is friendly is merely a guess. Hostile feeling usually treats itself to unrestrained utterance and so gives the impression of a host though but few voices are vociferating. The many teachers who feel benefited and who like supervision say nothing. The few who feel wronged speak ceaselessly about it. The impression resulting from such a state of affairs is consequently false. Recently, out of ten teachers in a school system under supervision, but one was opposed to supervision when ques-

tioned by an applicant about to enter the system, but that one said more mean and poisonous things than all the nine together said in favor of the scheme. Here too fault-finding was on the personal basis.

The first paper* was read at the Chicago meeting of the Department of Superintendence of the National Education Association. The reading of the paper made a very deep impression on the 3,500 superintendents present to hear it. No superintendent can pass it over hastily or lightly. It calls attention to supervisory procedures that are faulty or vicious.

EFFECTS OF SUPERVISION AND CONSTRUCTIVE SUGGESTIONS THEREON.

SALLIE HILL.

As though anticipating this opportunity for us, the grade teachers of the United States, to present our views on supervision, the grade teachers of St. Paul devoted the December issue of their Bulletin to what they termed "The gentle art of supervising." I quote from the editorial: "We, the grade teachers of this broad land, who are the mute recipients of so much wisdom and advice from those above us, find now and then rising in our American trained hearts a desire to advise our advisors."

Because this desire is about to be gratified, another feeling arises in our American-trained hearts, a feeling of satisfaction that this courtesy is extended to us by the advisors unsolicited by the advised.

What I am to say is, therefore, the consensus of opinions gathered from elementary teachers in many sections of the country and their unanimity would indicate that supervision is not what it is intended to be. That some of you feel the same is shown by this discussion, so I hope our views will not be branded as the views of prejudiced teachers, but accepted as the result

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*Journal of Education, March 20, 1919.

of experiences of persons trained for their work and upon whom through their long years of service, has fallen the heavy burden of over-supervision. This paper has no value if applied only to the teachers. It is the effect of unwise supervision on the pupil that justifies the time and topic assigned me. The child is the school—what is *not* good for the child is *not* good for the teacher. Theories which fail in the practice should be abandoned.

As we all know, the largest number of children complete their school life with the elementary grades. The public owes these children, who represent the great mass of our future citizens, the best elementary education which can be devised in order that the results may be worthy of our labor and desire.

To secure these best results it is necessary that the elementary teacher should work under conditions which conduce to cheerfulness, hopefulness and initiation [initiative] on her part. Such conditions do not now obtain, and for this our present system of supervision is largely responsible.

From the long list of criticisms of supervision of special subjects I have chosen only those mentioned in the majority of the reports.

First: Lack of democracy in our public school systems. We have no share in shaping school policy. We do not feel we have a real part in either the system or in educational organizations. In the former we perform the duties assigned us, and in the latter we pay our dues, and they are the sole duties of teachers. We are not making any effort to run either one, neither do we like always to be run.

Second: Democracy cannot exist with the present system which gives so much power to those who supervise. We have been trained to think; you encourage us to do extension work and attend summer schools. We have been your pupils, sometimes your fellow students, we have learned your methods, imbibed your theories on democracy in the schools, have learned to direct children in planning and executing projects, and when we take up our work, what do we find? We find a condition in which we are to use no initiative, are not able to put into practice anything we have learned. Instead of training children to carry out projects, we are ourselves only the mediums through which others work.

Third: Too many supervisors are lacking in training, personality and teaching experience. When shall we learn that a department certificate does not fit a man or woman without experience to be a supervisor; or a six to ten weeks' summer course fit an experienced teacher to be one? One class needs schoolroom experience and the other class needs more training in criticism and supervision. The lack of these qualities is the cause of constant irritation to the experienced teachers. It is humiliating and tends to neither cheerfulness nor hopefulness to have to submit to the criticisms of those whose lack of training and experience has not fitted them for their positions. These limitations are so frequent as to disqualify a large number of those now doing supervisory work. No training and teaching experience are needed to see back of the form and into the spirit of a recitation. There should be less study of the teacher's plan and a closer study of the effect of the teaching upon the class.

Fourth: Frequently psychological laws are utterly disregarded in a supervisor's methods of criticism. Teachers are taught that the worst possible method in dealing with children is to leave them discouraged, yet there are many times when a teacher is left without courage or self-confidence. For a teacher to be left in such a state is a crime against teacher and pupil. Unwise, unfeeling criticism from supervisors has contributed more to the hysterical, broken down condition of the teaching body than any other one cause.

Fifth: Supervisors too often discuss unfavorably the work of the pupils before the class, which is a reflection upon the teacher.

Sixth: There are supervisors who mark the pupils' work, keeping up a running fire of criticism to the teacher all the while. The pupils during this time are given work to keep them quiet. Imagine the result and after effects of such criticism upon teacher and class. These are the ones who have no time to listen to a recitation or to give a lesson.

Seventh: The supervisor's mental and physiological condition plays too large a part in the rating and reports made to superintendents. Favoritism is another disagreeable factor met with oftener than perhaps you realize.

Eighth: Too much is demanded by the system of the teacher. Each teacher is expected to be a specialist in all subjects

supervised and her rating depends upon the degree in which her class work measures up to the standard set by the supervisors, each of whom has to prepare only one subject, generally in an office during the time the teacher is teaching. Think what a super-woman a teacher must be to compete with specialists in from one to five subjects and finish all work in these and the other branches in the specified time. Is it any wonder that school work is condemned on the ground that boys and girls know so little about any one subject?

Last and most vicious of all is the rating power of supervisors. Here let me say that I do not want to give the impression that we are sensitive. No person who has remained a teacher for ten years can be sensitive. She is either dead or gone into some other business. But teachers are afraid. They must hold their positions or think they must, and they follow the course that seems most helpful; that is, they give all the time they can, and then some more, in preparation of supervised studies; for upon the principal's report, plus the superintendent's report, plus the school board's, plus the parent's opinion, plus the pupil's approval, plus the supervisor's rating do their salaries depend; but the feeling, whether right or wrong, is firmly established that the supervisor's rating makes or mars the teacher's future. Many schools give no credits for these special studies. The pupils receive marks, but these marks in no way affect their promotion. The pupils soon learn this. Yet, note this well, the teacher's tenure depends partly at least upon the rating given her on the class work done in the supervised branches. Is this fair? Pupils know the marks count them nothing, yet the teacher wins or loses by their work.

In fact our system is tottering because of too many of everything. Too many supervisors with big salaries and undue rating power. Too many pupils in one room. Too many studies for one child. Do you ever permit yourselves to forget the recitations one teacher in the elementary grades is expected to hear—I cannot say teach—in one day? For fear you can't recall them let me remind you of the subjects, both supervised and unsupervised in which she must be proficient and show enthusiastic interest: Arithmetic, geography, history, civics, oral and written language and what technical grammar she dares introduce, spelling, phonics, reading, memory work, litera-

ture, nature study, use of dictionary, courtesy, how and where to find current topics, gymnastics, drawing, music, and sewing, with an occasional competitive composition thrown in for good measure. Could you do it? Neither can we.

I have mentioned the defects of supervision as most commonly stated and respectfully submit the following suggestions:

Do away with supervisors in the elementary schools, as they have been dropped from the senior high school, and largely from the junior high school, with most beneficial results. If this plan is good in the upper grades, it will be even better in the elementary, for there is where the variety of studies prevails. Let the heretofore supervised studies be given to teachers who have proved themselves especially adapted and therefore especially successful in that work. Let one teacher have two of these subjects in one building, or one subject in two buildings just as manual training and cooking are now taught. Do not require the regular teacher to be in the room during the recitation, but give the responsibility of discipline and teaching to the special teacher. This will unify the work in that subject in the building, which is even better than unifying the work of the system. With a course of study provided, these teachers of special work need no supervisors any more than the teachers of the essentials, or what used to be the essentials, need them.

Or if this suggestion is too radical and you think we must have supervision in the large city systems, then limit the duties of supervision to giving assistance to the teacher and unifying the work of the system, giving these studies, we still insist, to the few who can do them well. It is stealing children's time to have them do special work under any one but specialists. Happiness is the heritage of the childhood and we cannot make children happy unless we are happy ourselves.

A word as to principals: We ask that they be chosen for experience and training rather than for a degree; that principals be asked to serve one year at least on probation to prove their fitness.

I am glad that I have had an opportunity to say these things for my own class of teachers, and if only one superintendent here goes home with a little better understanding of our

cause, something has been gained for us. I believe that the time has come to speak freely of these matters to those who have power to change conditions which are so burdensome to us. To you who deal with the big problems, these criticisms may seem petty, but "going over the top" is sometimes easier than bearing the daily annoyances of trench life. I thank your president for giving me the opportunity to speak the truth frankly, for when you shall see the truth, the truth shall make you free.

The second paper* was read at the Pennsylvania State Educational Association meeting at Philadelphia on December 30, 1919, by Miss Carrie E. Koons, of Allentown. This too is a dignified and serious protest against some pernicious practices called by a noble name. No serious student of supervision as an aspect of educational development and activity can pass this paper over without admitting the objectionable features and thinking his own attitude into coherence and unity:

SUPERVISION OF TEACHING: VIEWPOINT OF THE TEACHER.

CARRIE E. KOONS.

It is with a feeling of hesitancy that I venture to address this body of supermen and superwomen; for before me appear those men and women who have been thus portrayed: "Supervisors are usually chosen because of marked natural aptitudes in the way of leadership and executive ability; because they possess technical and expert knowledge of educational processes, and are capable of employing that knowledge for the development and advancement of the institution coming under their control." The word "usually" implies, however, that there were some reservations in the mind of the writer.

For many years supervisors occupied a strongly intrenched position. No one sought to question their authority, or to diminish their powers. While systems, superintendents and teachers, received their full measure of adverse criticism, super-

*Penna. School Journal, April, 1920, p. 438.

visors exercised their "gentle art" of supervision undisturbed and undismayed. It was not until within recent years, largely through surveys made of educational systems, that supervision was " weighed in the balance and found wanting."

Emboldened by their conclusions, the voice of criticism has grown louder and more insistent, coming from all sources—the lecture platform, the educational magazines, educational conferences; and even some more venturesome of the "submerged" grade teachers have begun to voice some of their dissatisfaction with those who have so long presided over their professional destinies. These are truly the days of vanishing thrones and of revolutions. So it is not altogether surprising that supervisors are not only encouraging, but even inviting those who have been their most subservient followers—the lowly grade teachers—to give expression to their views on the subject of "The Supervision of Teaching."

That is the excuse for this paper. Although it places teachers in the rather delicate and embarrassing position of criticising their superiors. Having accepted the challenge, let us nerve ourselves to the task.

A state superintendent of education, in a lecture recently delivered before a body of teachers, gave as one of the great "wastes" in education, "the growing hostility between superintendents, supervisors, and teachers." I would also call your attention to the following resolution passed by a group of public school teachers: "This Union is opposed to the admission of those having disciplinary or rating power over teachers to the same local (Union) with teachers."

While we may regret such action as still "widening the gulf" between supervisors and teachers, still we cannot help but believe that no group of teachers would take such drastic action without having some strong ground for complaint, and without a feeling that they had real grievances for which they could not secure redress by the usual channels. What are some of the specific causes which produce this discontent?

One of the leading reasons is that supervisors apparently lack a "time sense." They seem to agree with the statement that teachers have the shortest day, the shortest week, the shortest year, of any profession, and promptly proceed to devise means and methods for making up the deficiency. Does

the supervisor forget the annual pilgrimages to summer schools, and the time given to extension work during the term? Does he forget the many hours of arduous labor that are required to carry out only one of the numerous educational projects that he demands? Does he forget the hours that must be spent in research, in the reading of educational journals, and the latest books on educational subjects? Does he forget the many hours devoted to the preparation of lesson plans, and the time spent in supervisory conferences on each and every subject in the curriculum?

This does not take into account the endless amount of clerical work, and numerous other details, which often serve to lengthen out the one day into the "wee sma'" hours of the next. Each supervisor is equally exacting. He forgets that other supervisors have an equal right to make demands on the time and energies of the teacher. We hear much of the dearth of teachers. Inaugurate a longer day, a longer week, a longer year, as is now contemplated, and still fewer men and women will be willing to enter the profession, in spite of a promised substantial increase in salaries. If the present amount of work outside of school hours is to be continued, it will take a "miracle man," a "miracle woman," to endure the strain.

Teachers are frequently called to meetings by their supervisors. This should be the supervisors' classroom project, and it would be only reasonable to suppose that it has received the same careful planning and organization as is required of the teacher in her classroom practice. Here she should be stimulated to increase her efficiency, but instead, the meeting often appears to have no other aim than to serve as a clearing house for the fault-finding of the supervisor, and to offer a convenient method for the passing out of a few more outlines for still more work. Is it any wonder that teachers go "unwillingly to school?" They leave the meeting disheartened, discouraged, and with little or no inspiration for their work in future.

Perhaps a new course of study is in the making. Here would seem to be at last a splendid opportunity to give recognition to those within the teaching staff who have shown marked ability, initiative, and superior executive qualities. The teachers represent approximately ninety percent of those who are to put the plan into operation. Their experience is worth more

than anything that can be copied from some other source, often by the "scissors and paste" method, or framed in some comfortable office, largely by theory. Yet how rarely are supervisors willing to receive suggestions, or through discussion and interchange of experiences to arrive at a common conclusion.

Having so long bowed to the yoke of supervision, and being so accustomed to follow dictated methods and courses of study, the teacher meekly accepts the new schedule without comment. "Her's not to reason why, her's but to do or die." Can we blame the teacher for her apparent lack of initiative and enthusiasm? Teachers are required to be thoroughly familiar with the "educative process," and to be guided by its principles in their classroom procedure. Is it asking too much that the supervisor be equally familiar with these principles, and that he employ them in the classroom demonstrations, which he gives for the benefit of the teacher in charge? Supervisors often seem to forget that they were chosen for their high position from among a large number of equally skillful teachers.

The practice of placing a little fluttering piece of paper on the teacher's desk, or the writing of letters from the office after a teacher's work has been observed is often regarded by the teacher as signifying the inability of the supervisor to cope with the situation. Of course, the teacher can offer no explanations or excuses, although they may be quite legitimate. Why not consult with the teacher and show her concretely in the classroom what educational principles she has violated, and how she can make her instruction more effective? The most expert teachers know that the perfect recitation is yet to be heard. They are very sensitive to its defects, and will gladly welcome constructive criticism. A source of irritation is that some supervisors make no comment whatever. The teacher does not know whether her work is meeting with approval or disapproval. She can only hope the "no news is good news."

It is the rating power of the superivsor that is, however, the "head and front of the offense," and has led teachers to ask to be relieved of supervision entirely. It has been claimed that rating is neither just nor fair, and often made after a few hurried visits to the classroom, and that it is largely dominated by personal idiosyncrasies of the supervisor. Some consideration must be given to this contention.

Investigations have shown that there are wide variations in the judgments of different supervisors when rating the same teachers. In one case 45 percent of the teachers were found "meritorious," while another supervisor considered only 16 percent of the same group "meritorious." More instances of the same kind might be given. This appears to show that the ratings of the supervisors are not as reliable as a guide as had been supposed. Examinations and personal opinion have also played their part, yet we are told that "the unreliability of the one is only exceeded by the uncertainty of the other." Yet on these same premises teachers have been demoted, salaries decreased, and even dismissals made. But this is only one side of the question of supervision. Teachers do not wish to be accused of taking a narrow, prejudiced view, or of being led by their personal feelings.

"To develop the professional resources and the personal powers of the teacher through professional stimulation, personal encouragement, and technical guidance have been assumed to be the chief aims of supervision." That supervision has not always reached this high ideal is often caused by the same conditions of which teachers complain. There are too many teachers to supervise, too many clerical and administrative duties to perform, to permit the supervisor to give the individual constructive help that teachers need. The more thoughtful teachers, those who have taught both with and without supervision, those who are most vitally interested in their professional improvement, recognize that they have need of advice and guidance. They do not wish for less supervision, but more—of the efficient type. They know that much of the advance that has been made in the past educational practice is due to competent supervision. This is the chief reason for their (teachers) being.

To the supervisor the superintendent delegates much of the responsibility for putting his plans and policies into successful operation. Coming intimately into direct relationship with the different phases of school work, the supervisor sees the needs of the schools, and can formulate them in his recommendations to school authorities. Each year teachers enter the profession without any previous or adequate preparation. The supervisor has demonstrated that he is equal to the task of "training these teachers in service." By means of standardized tests, he gauges

the efficiency of both teachers and pupils and sets up higher standards of accomplishments. He is constantly alert to all the latest movements in the educational field. He interprets them for the benefit of his teachers and assists them in introducing the more worthy into classroom procedure. He shows teachers how the fundamental principles of education may be applied to the solution of their difficulties, and how through these same agencies greater success may be attained. By determining the character of the programs of study, he sees that uniformity of aim, method and materials exist, and that better correlation between subjects of the curriculum is brought about. That in some case supervision has become too arbitrary and autocratic is proved by current opinion. The energies of teachers should not, however, be spent in opposing and defying powers, but in remedying defects.

That teachers should be given more of a voice in the management of school affairs is being recognized. Organized groups of teachers are being requested to meet with boards of education, and to present their views of educational plans and policies. It has been proposed that supervisors themselves be supervised. This is being carried into effect by special supervisors whose aim is to make an impersonal, objective measurement of the result and worth of the school, and on the basis of this appraisal to propose new standards, and methods.

A committee making a survey of a school system has declared that, "What is needed is an organization that provides for the fullest consideration of educational policies by superintendents, supervisors, principals, and grade teachers, where every major problem may be discussed with the fullest harmony and with the most complete information as to its bearing upon the interests of pupils, teachers, and of the community."

It has been rather timidly suggested that we have an agency within our systems that might be utilized—the teachers themselves. Would it not be possible to devise some honorable method by which the superintendent might become more thoroughly acquainted with the activities and methods of those individuals whose principal attention is devoted to directing and elevating the standards of teaching? Of course, nothing should be permitted that would lessen the dignity or violate the ethics of the profession.

If none of these plans seems feasible or desirable, may teachers at least ask for a more sympathetic attitude on the part of the supervisor toward the difficult task of the teacher, a less arrogant evaluation of classroom proficiency, a more generous interpretation of the worth of the teacher?

We need supervisors, we need all we can get, "to harmonize, to direct, to lead, to inspire," and we hope in presenting these views, we will not be accused of waving a "red flag" or of wishing "to set up a dictatorship," and "to have control of details of operation." Both supervisors and teachers have the same interests at heart. Both are striving for the same great object—the good of the child. Service to children means service to teachers. Only the united efforts of supervisors and teachers can fit the child for the position he is to occupy in life, and the world be made a better place to live in; and the great aims of education be achieved.

Young students of supervision and young supervisors will do well to read both of these articles several times, and then to make sure that they know at least one corrective for each fault cited. That may prevent much bitterness of experience.

INDEX

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