

THE UNIVERSITY OF MANITOBA

THE SUPERVISORY ACTIVITIES OF SCHOOL PRINCIPALS
IN RURAL SASKATCHEWAN

BEING A THESIS SUBMITTED TO THE COMMITTEE
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BY

THEODORE McKISLEY SPENCER

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CHAPTER ONE

Supervision of instruction is a field of education which has developed greatly during the last two or three decades. Growing out of administrative necessity in the early eighteenth century, it remained formal and inspectorial until new meaning and significance attached to it about the opening of the twentieth century. Since that time the aim of supervision has been to stimulate and guide the growth of teachers in service, and to improve classroom instruction. This interpretation has opened a completely new field of thought and work and a considerable body of subject matter has developed around it.

When the period of teacher training is short, the growth of teachers in service becomes one of the most immediately important problems in education. Perhaps nowhere is there greater need for supervision than in Saskatchewan where the course of teacher training lasts for one year and where beginning teachers are usually employed in schools in which the teaching load is very heavy.

The school Principal is regarded as the proper person to act as supervisor and many educationists feel that he should be relieved of part of his teaching duties so that he may give his attention to what they consider his most important duty, supervision. In Saskatchewan, the Principal is usually a full time teacher who has been appointed with little regard to his qualifications as a supervisor and the questions arise, "What supervisory activities do our school Principals perform, and how well are they qualified for this work?"

While there is available a large body of subject matter about

¹ See tables showing time spent in supervision, and qualifications.

supervision, little or nothing has been done in this province to discover how much of it has been assimilated and put into practice by school Principals. It is the purpose of the present thesis to study this problem.

The objects of the thesis are four:

First: by means of questionnaire and checklist to find what supervisory activities are performed by Saskatchewan school Principals outside the cities of Regina, Saskatoon and Moose Jaw. Conditions in these cities are so different from those existing in the rest of the province that it has seemed wise not to include them in this study. They might well be made the subject of a separate study.

Second: to find what relation there is between the supervisory activities performed and certain factors such as qualifications of the Principal, experience of the Principal, size of the city, town or village, size of the school and the number of hours supervisory work the Principal does each week.

Third: by means of personal interviews to study supervision in the Kinistino Inspectorate.

Fourth: to make a more detailed study and report of the supervision in the Helfort Public School and to submit samples of records, charts etc. that are used in this school.

SETTING UP THE STUDY.

The first problem which confronted the writer was that of selecting supervisory activities for the check list. Two courses of action offered themselves: first, to circularize Principals of what are considered better schools and to prepare a list of activities from their reports and second, to examine texts, reports, periodicals and magazine

articles dealing with supervision and to list the supervisory activities mentioned in them. Inasmuch as the supervisory activities of Principals was the subject of the study, and inasmuch as no comprehensive list could be guaranteed to result from the first procedure, the second course was chosen.

After a study of the sources mentioned above and when a considerable list of activities had been compiled, the writer consulted a dissertation by Dr. W. P. Dyer concerning supervisory activities of Principals. This study lists two hundred and four activities and gives for each item the average rating for importance of forty three experts in education together with the percentage of six hundred and fifty eight Principals, of large schools, who perform each activity. Considering that the schools of Rural Saskatchewan are much smaller than those investigated by Dr. Dyer, and considering that most Saskatchewan Principals are full time teachers, it seemed well to include in the present check list only the more important activities. Using Dr. Dyer's list as a criterion, the writer's list was checked and those activities which were considered important by seventy-five to one hundred percent of the experts and performed by fifty to one hundred percent of the Principals were selected. This gave a list of ninety-six activities which were classified as concerning chiefly (1) The teacher (2) The pupil (3) The general condition of the school. This list was thought to be sufficiently comprehensive for the purposes of this study.

When the items had been selected, there arose the problem of the form which the check list should take. The chief requisites seemed

to be definiteness and the ease with which the checking could be done and these seemed to be best met by a statement of the activity followed by the words "yes" and "no". In order that there should be no doubt about the response, it was decided to have every item checked "yes" if the Principal performed it and "no" if he did not. In this form the check list was submitted to three School Inspectors, three students of education who had studied supervision and three School Principals all of whom were asked to make suggestions regarding the general set up and the wording of the items.

When changes had been made in the grouping of the items and in the wording of some of them, the whole list was given a trial checking by five School Principals to test for ambiguity in the wording and clearness of directions. The question arose whether an item should be checked "yes" when it was not part of the Principal's usual procedure but had been performed at some time possibly under special circumstances. It was agreed that only items included in regular duties should be checked "yes" and accordingly the directions were changed.

A questionnaire to secure information concerning qualifications and experience of Principals, nature of schools, and time spent in classroom teaching and in supervision was prepared to accompany the check list. In order that it should be as definite as possible and require as little of the Principal's time as possible it was arranged so that most of the items could be answered by placing a check mark in the proper place. The School Inspectors, students of education and School Principals who considered the check list were asked to make suggestions regarding the form, content and wording of the questionnaire and it was checked for clarity by five School Principals.

The letter to the Principal presented little difficulty. The

purpose of the study was stated and confidential treatment of all information assured. It was felt that some Principals might retain the check list because they found it suggestive or useful for reference so the writer offered to send a copy of it to any Principal who requested one.

As a further precaution against the non-return of the questionnaire, the writer interviewed the Minister of Education, explained the nature of the study and requested a letter suggesting to Principals that they cooperate by completing and returning the forms. This letter was to have accompanied the questionnaire but unfortunately there was a considerable delay due to pressure of work in the Minister's office and the questionnaire had to be sent without it. The Minister's reply to the writer and the letter to the Principals appear in the appendix.

SECURING THE DATA.

When the questionnaire had been finished, copies of it were sent to 3 school Principals in five small cities, seventy eight towns and three hundred villages. In all four hundred and twenty five copies were sent out each one being accompanied by an addressed stamped envelope for its return. Principals were asked to mail their questionnaires not later than January 31, 1937. On February eighth, one hundred and twenty seven questionnaires had been returned. Eleven of these, however, could not be used: nine were from Principals of one room schools and two had no items checked. There remained one hundred and sixteen or twenty seven percent on which conclusions could be based.

It would now appear that the writer's offer to send additional

copies of the questionnaire to Principals who wished them, was a wise one. Forty one Principals or more than one third of those whose returns are used in this study requested extra copies and many of them expressed satisfaction with the list. It would also appear that many more copies would have been returned had the writer not requested the name of the Principals completing them. One Principal commented on this point, another returned his questionnaire without attaching his name and a letter from a School Inspector stated that a group of Principals in his inspectorate were not completing their questionnaires because they were sensitive about their academic standings. Since the Principal's name was wanted only in case further correspondence might be necessary, it is unfortunate that this was not omitted. The returns show that not one Principal holding a second class certificate has sent in a questionnaire. It seems reasonable to conclude that the questionnaire on which this study is based represent activities of Principals of the better schools in Rural Saskatchewan.

Information for the first part of Chapter Two was secured by personal interview with the Deputy Minister of Education, by a study of the School Act and by letters to various persons. The interview with the Deputy Minister resulted in the following information: first, aside from a course offered only to students taking the degree course in Education at the University of Saskatchewan, no training in supervision is available in this province. Second, the city of Prince Albert at one time employed a Superintendent of Schools. No other place in the province, outside the three main cities, have established such an office. A letter was sent to the secretary of the Prince Albert School District requesting information about the date when the office of Superintendent was established, how long

it had been in operation, what supervisory duties the superintendent performed, and the reason why the office was discontinued. A prompt reply was received from the secretary Mr. A. W. Peckey. Unfortunately little definite information could be given because no records are available. The School Act and the Regulations of the Department showed clearly that supervision is not considered to be one of the duties of the Principal. A letter was sent to Inspector W. A. Ross at Kindersley asking for information regarding a rural supervisory area which had operated in his inspectorate. Inspector Ross replied that the experiment in supervision had not been under his direction and referred the writer to Miss M. I. Grant who had acted as supervisor. Miss Grant in a letter, discussed the origin, plan, working, success and end of the experiment. Not only did the letter describe in detail the duties of the supervisor, meetings with school boards, teachers and parents and typical days in the school, but it was accompanied by a bulky file of correspondence a perusal of which made clear the spirit and many details of this experiment.

The second part of the chapter is based on the writings of educationists.

The questionnaires returned by Principals in the Kinistino inspectorate were selected as the basis for chapter Five. The items reported by these Principals were grouped according to the classification for supervisory procedures in chapter Two so that a discussion of them could follow in the same sequence. The Principals were asked to tell how they carried out each activity and to describe a typical example of each. The criteria in chapter Two were used as an additional check for points of good procedure. While every Principal

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in the inspectorate did not complete a questionnaire, those who did cooperated cheerfully and showed considerable interest. The material for chapter Six was taken from a study of the supervisory procedure and the records of the writer's school.

CHAPTER TWO

THE HISTORY OF SUPERVISION IN RURAL SASKATCHEWAN

and

THE SUPERVISORY DUTIES OF THE SCHOOL PRINCIPAL

The history of supervision in rural Saskatchewan is not a particularly fertile field of study. To state the situation briefly it would be correct to say that very little systematic or scientific work has been done in this connection. Section 215 of the School Act defines "Principal" as the "head teacher"¹ and section 216 outlines his duties as follows: "The Principal shall prescribe with the concurrence of the board, the duties of the assistants and shall be responsible for the organization and general discipline of the whole school".² There is here no mention of special qualifications for the office of Principal and no indication that supervision is intended to come within the sphere of the Principal's activity. Section 6 of the School Act states that "The Minister, with the approval of the Lieutenant Governor in Council shall have power to make regulations of the department for the classification, organization, government, division into grades, examination, supervision and inspection of all schools". This section recognizes that organization and supervision are not synonymous terms and strengthens the assumption that supervision is not intended to be a duty of the Principal.

Requests are being made for more supervision in the schools of the province. At the 1936 convention of the Saskatchewan School Trustees

¹ The School Act, Regina, The King's Printer, 1936, section 215
pp. 70

Association a motion was passed requesting the government to increase the staff of inspectors so that more supervision could be done. The inspectors have been circularized by the department and advised, in view of the public demand for more supervision, to make use of the winter months for supervisory visits to town schools. Some schools have been visited two or three times during the last three months.

The interest shown in supervision is reassuring but it must be observed that an inspector who has charge of one hundred and fifty to two hundred schools, can do little real supervisory work.

Sections 6, 215 and 216 were on the statute books as early as 1920 and were included word for word in the revised statutes of 1930. Apparently, there has been little advance in the theory of supervision during the past sixteen years so far as legislators and officials of the department of Education are concerned. The disparity between the edicts of this province and current theory of education regarding the Principal's responsibility for supervision may be realized by comparing the above sections of the School Act with the following statements.

"If there is ever to be adequate supervision, the work must be done by the Principal".²

"The Principal is the keystone to the supervision of instruction".³

In the absence of any regulation of the department, the development of supervision has been left to school boards and school Principals. When it is remembered that the members of school boards are laymen and that very few Principals have made a study of supervision it is

² F. W. Geuling, Supervision Without a Supervisor, Journal of Educational Method, Vol. 1 April 1922, pp. 306-311

³ Eighth Year Book, Department of Superintendence, A. E. A. 1930 pp. 64

it is not to be wondered that little progress has been made in developing supervisory practice. School boards have not done more than to require the Principal to make an occasional tour of inspection and to inform them as to whether his assistants discharge their duties efficiently. Supervision for the purpose of helping teachers and improving instruction has seldom occurred to them. Indeed a few of the Principals reporting for this study state that the board will not permit the Principal to visit the other teacher's room but have made the ruling "every teacher boss in his own room". Under the circumstances it is rather remarkable that the Principals reporting do average 36.9 supervisory activities. In most cases Principals have felt the need for supervision in their schools and started modest supervisory programs. From year to year additions have been made until at the present time some Principals carry out fairly extensive work in supervision.

Four instances of attempts at organized supervision in this Province may be cited. The first dates back to 1912 when the city of Prince Albert employed a superintendent of schools. No records exist regarding the supervisory activities of this official. The only available information comes from older members of the staff who state that the superintendent visited the schools and was chiefly interested in laying increased emphasis on certain subjects which he felt did not receive sufficient attention. After three years, the office of superintendent was discontinued for financial reasons. Since that time the Principals of Prince Albert Public Schools have acted together in a Principal's Association. At their meetings they have discussed school problems and have made plans that could be carried out uniformly in all schools of the city. A few months ago a Principal's assistant was employed and teaches one day a week in each of the five schools.

4 A. W. Peckey, Secretary-Treasurer, Prince Albert. See letter in appendix.

This leaves the Principal free five hours a week to supervise and attend to administrative duties. The plan has been in operation for so short a time that it is impossible to say whether it is a success or not. A plan of organization which sets aside definite time for supervision and makes the Principal responsible for that activity in his own school is in accord with the theory of supervision that is held by many authorities. The Principals of Prince Albert have an opportunity not only to give much help to their teachers but to demonstrate the value of supervision in such a way that other places will in all probability be eager to copy the example of this city. The third instance is to be found in the town of Melville. Here the Principal of the High School acts as Principal of four Public Schools as well. An assistant Principal is employed in each of the latter schools. The Principal spends two or three half days a month supervising instruction. A relief teacher takes charge of his class while he acts as supervisor. The Principal is a graduate in education and should be capable of carrying out the supervisory part of the school program. It might be suggested that more time could well be devoted to supervision and that it might be well to have the assistants elevated to the Principalship of their schools with full supervisory powers. It is evident that supervision in this province is in the experimental stage and that the road to general and adequate supervision is long. Experiments of the type just described should, if successful, contribute much to educational improvement.

The most ambitious experiment in supervision in this province was the formation of the Kindersley-Glidden Rural Supervisory Area. This project in which the trustees of thirty six school districts co-operated with the Rural Education branch of the Department of Edu-

cation was begun in the fall of 1930. Miss M. I. Grant B.Sc. acted as supervisor during the three years this Area was in operation. Miss Grant has been most kind not only in supplying the writer with a detailed description of her work but in also making available letters, reports, questionnaires, and various plans concerning supervision in this Area. It is from these sources that the following information has been taken.

The supervisor's duties included work with the trustees, the teachers and the pupils. The supervisor and the trustees were concerned with: (1) The securing efficient teachers--teachers whose tastes, training etc. were such that they could work happily and well with the children of their communities.

(2) Establishing pleasant relations between the teacher and parents and members of the board.

(3) The standard of work going on in the classrooms.

(4) Problems of discipline--need for readjustment in behaviour in the schoolroom or on the playground.

(5) Equipment--care and selection of books, magazines, maps, athletic paraphernalia etc.

(6) Cooperative activities with other boards--interschool field days, cooperative buying.

(7) Holding meetings of trustees and parents to study and discuss the new curriculum.

The supervisor and the teacher were concerned with: (1) The program of activity in each grade in each subject.

(2) The standard of work, the progress of classes in covering the years work.

(3) Tests, their construction and use.

- (4) Methods of teaching.
- (5) Problems of individual pupils.
- (6) Securing equipment and reference materials.
- (7) The timetable.
- (8) Fostering good understanding and confidence between parents and teachers.
- (9) Establishing teachers in districts where their interests, and particular abilities would find the greatest opportunity for happy service.
- (10) Salary.

The supervisor and the pupils were concerned with: (1) The pupil's standing.

- (2) Progress since the last visit of the supervisor.
- (3) Progress in comparison with other schools.
- (4) Projects.
- (5) Special interests and their development.

The supervisor's first visit to a school lasted for a full day. Subsequent visits were of half a day duration. In this way the supervisor was able to visit each school eight or ten times during the year. During school hours the supervisor observed lessons and did demonstration teaching. After school she discussed with the teacher problems observed during the day, and any others which the teacher had met and about which they wanted advice. In the evening there were meetings with the school boards.

This Area was in operation at the time the new curriculum came into effect and much of the supervisor's attention was given to helping the teachers adjust themselves to it, and to helping parents and trustees to form an intelligent attitude toward it. Teachers' meetings and

institutes were held. Demonstration lessons were taught by teachers with special qualifications in Music and Art. Exhibits of pupils' work were made and teachers encouraged to exchange ideas. Teachers, pupils, parents, trustees and the supervisor cooperated in securing needed equipment and reference materials.

The files give many indications of a fine spirit of confidence, friendliness and cooperation on all sides: Trustees assisted by providing transportation for teachers to meetings and interschool competitions. Teachers gave generously of their time and talents at institutes and other meetings so that others might benefit from their experience. There is the case of a parent who brought her difficulty to the supervisor rather than have any criticism directed toward the teacher. There is the case of trustees who were worried about dismissing a teacher for fear it would affect her morale. (This teacher was placed by the supervisor in another school in the Area and did good work). There is the case of trustees who were genuinely interested in a child who seemed normal in every way except that she had a speech defect and could not learn to read. (This problem was solved by the supervisor).

In some respects the time of carrying out this experiment was happy because the new curriculum which was being introduced provided a definite objective around which to build. In other respects the time was most unfortunate. During the second year of the Area's history the depression struck with full force and the problems of reduced revenues and salary cuts had to be faced. For two years the experiment carried on with the depression ever tightening, but at the end of that time lack of funds made it necessary to discontinue the office of Rural Supervisor. Had it not been for the hard times, it is possible that many other rural supervisory areas would be in operation in this

province.

With regard to this particular venture certain conclusions can be drawn:

(1) It was possible for pupils, parents, trustees, teachers and supervisor to work together happily and intelligently without loss of dignity.

(2) Cooperative effort effected marked improvement in the opportunities afforded the children for their growth, development and increased control of their environment.

(3) Higher standards of work were attained by the pupils.

(4) Progress was partly due to the fact that confidence among various interested parties left each free to attend to his own particular work--school work to the supervisor and teacher, building and grounds to trustees etc.

THE SUPERVISORY DUTIES OF THE PRINCIPAL.

This part of the chapter is based on the theory of supervision as it is expounded by educational authorities. The material is taken from text books on supervision, periodicals, and magazine articles. A profound treatment of this subject is neither possible nor desirable at this point but the discussion will provide a background for the study that is to follow.

Some of the more common supervisory duties of the Principal are:

- (1) Classroom visitation
- (2) Conferences with teachers
- (3) Measurement of the outcome of instruction
- (4) Guidance in methods of remedial teaching
- (5) Stimulating professional reading and study
- (6) Stimulation of experimentation and research
- (7) Encouraging and guiding intervisitation of teachers
- (8) Providing for effective demonstration teaching
- (9) Measuring teaching efficiency
- (10) Adapting instruction to individual differences
- (11) Improving pupil study habits

If the Principal were in the truest sense, the keystone of supervision as educationists think he should be, he would have many additional duties in connection with clubs, assemblies, recreation periods and personality changes in teachers and pupils. It is not the purpose of this chapter to deal exhaustively with all supervisory duties but rather to outline the accepted procedures and techniques which apply to the eleven duties listed above.

Before any supervision is undertaken, the Principal should have definite plans regarding the object, technique and the criteria for judging the success of the project. ⁵ The object should be based on school needs as shown by school records. The objective may quite properly indicate the technique to be used. Criteria for judging the outcome are most important for without them no one can tell whether or not the supervision has been a success.

VISITATION

This form of supervision has lost favor because it tends to become inspectorial and because other less time consuming devices have been developed; when properly conducted it is welcomed by the teacher. The following points are useful as a guide to carrying out a classroom visit:

- 1 Make the visit last during a whole period. Short visits are justifiable at the beginning of the term when the Principal wishes only to get the atmosphere of the room.
- 2 Be in the classroom before the lesson begins. If this is not possible the Principal should enter the back of the room unobtrusively and be seated and conduct himself as an interested spectator.
- 3 Announced and unannounced visits should be interspersed.
- 4 The Principal should not interrupt the lesson without the permission of the teacher.

5 Barr and Burton, The Supervision of Instruction, New York, D. Appleton and Co., 1926, p.p. 110

- 5 Notes may be taken during the lesson or jotted down immediately after leaving the room. The attitude of the teacher is important here.
- 6 A copy of the notes may be handed to the teacher after the lesson or they may be kept for the conference.
- 7 Have a definite object for every visit.
- 8 Divide visits evenly among teachers. A new or inexperienced may need more frequent visits than an older and more experienced member of the staff, but if one teacher is visited more often than the others it may be taken as an indication of weakness in that teacher's work.
- 9 A recording device and a check list may be used to supplement each other in analysing teacher and pupil activity.

CONFERENCES

No part of the Principal's work makes so great a demand on professional ability as does the conference. If he can make it helpful, his supervision will be welcome. If it is disheartening, the whole procedure will produce misery all round. The Principal must be sure of himself and of the reasons--based on sound educational practice--for his point of view. He must be friendly, fair, impersonal and just. He must remember that sound criticism seeks to discover and appreciate merit rather than to note faults, and that it is the force of sound educational reasons rather than personal authority that makes commendation appreciated and criticism helpful and effective.

There are three kinds of conferences namely: the pre-lesson conference, the post-lesson conference and the group conference. The pre-lesson conference provides an opportunity for discussing the plan and particular features of a lesson which is going to be taught or which a teacher is going to observe. It is a valuable device for preventing a young teacher from developing poor lesson technique, for assisting an older teacher to improve his technique and for directing any teacher's

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- 6 Douglass and Boardman Supervision in Secondary Schools. New York, Houghton and Mifflin Co., 1934, p.p. 162-170.
 - 7 C. A. Wagner, Common Sense in School Supervision. Milwaukee, The Bruce Publishing Co., 1921 p.p. 35.

attention to the manner in which a lesson about to be taught overcomes a specific difficulty. At the post-lesson conference the supervisor and teacher discuss the lesson which was taught during the classroom visit. The following suggestions may be used as a guide to a successful conference:

- (1) The conference should be informal.
- (2) The conference may be held in the teacher's room or in the supervisor's office.
- (3) The conference should not follow immediately after the lesson.
- (4) The conference should be constructive.
- (5) The supervisor should commend what was good in the lesson.
- (6) Criticism should be impersonal and objective.
- (7) Suggestions may be made without discussing weaknesses.
- (8) Criticism should not be vague or general.
- (9) Allowance should be made for the teacher's initiative and originality.
- (10) The teacher should be motivated to improvement.
- (11) The supervisor should be businesslike and direct.
- (12) The supervisor should be prepared to meet differences of opinion fairly.

For the teacher, the group conference may be a necessary evil or an invaluable privilege. It depends upon the conference. The Principal who can keep these meetings live, interesting and profitable is likely to have a loyal staff. The discussions at these meetings should centre around:

- (1) A connected series of pupil problems.
- (2) Practical classroom problems.
- (3) Pupil-difference problems.
- (4) Miscellaneous school problems.
- (5) Objectives in different subjects in the course of study.
- (6) Results of classroom supervision.
- (7) Educational tests and measurements.
- (8) Study of books.

Greater interest will be shown in the meetings if the selection of the

8 Douglass and Boardman, op. cit. p.p. 173-183

9 E. F. Cubberly, The Principal and His School. New York, Houghton Mifflin Co., 1923, p.p. 313.

10 E. F. Cubberly, op. cit. p. p. 321-324.

topic for discussion and many of the preparations for the meetings are carried out as cooperative enterprises. Writers differ as to the best time for the meeting. Tuesday meetings which avoid the lull of the week and make it possible for teachers to put new ideas into practice immediately have much in their favor. The meeting should not last for more than an hour and a quarter. It should open and close promptly and a brief summary of the discussion at the end of the meeting adds to its interest. If the meetings are dull and boring, one a month will be too many, but if they are full of interest and enthusiasm, two a month will seem too few.

MEASURING THE OUTCOME OF INSTRUCTION.

There are various tests which may be used for securing information regarding the status of pupils, for gauging the mastery of a definite portion of subject matter or for judging the effectiveness of teaching methods. The Principal who can lead his teachers to see in test results the opportunity for adapting instruction to pupils' needs and who can help them to build better tests may give a very real service.

Good tests should have validity and reliability. They should be objective and easy to administer and correct. Alternative forms and norms should be provided with each test. For complete information regarding the construction of objective tests the Principal should consult Huch "The objective or New Type Examination" Scott Foresman and Company, Chicago. Many Authorities now favor tests that are partly objective and partly of the improved essay type.

11 Douglass and Boardman, op. cit. 199

12 Douglass and Boardman, op. cit. 198

13 E. P. Gubberly, op. cit. 526

14 Dr. Peter Sandiford, Lecture notes in Tests and Measures, University of Manitoba, 1934.

REMEDIAL TEACHING

Remedial teaching has for its purpose the removal of specific pupil difficulties. Diagnostic tests may be used for locating why and in what specific skills and abilities the pupil has failed to learn.

When the difficulty has been discovered, remedial teaching may begin. The type of teaching required will probably be indicated by the nature of the difficulty. Drill technique will be used for difficulties in the mechanics of Arithmetic and many others. For difficulties in mastering content subjects practice in intensive and extensive reading is often required. The teacher must use all her skill to motivate the pupil and must be very patient for improvement may be discouragingly slow. The Principal must show interest in the work and be ever ready to commend progress, speak words of encouragement and make suggestions when necessary.

PROFESSIONAL READING AND STUDY

Educational theory and practice is in a state of constant change. New ideas are being developed and old ones revised at such a rate that the teacher must do professional reading in order to keep up to date in knowledge and in methods. If the Principal is tactful he can obtain excellent results in this respect. In his casual conversations with teachers he can make reference to some worthwhile discussion to be found in this or that book or article. The bulletin board may be used to refer teachers to new books. Very often an interesting chapter will induce the teachers to read the whole book. In group meetings teachers may be asked to tell about books or articles they have read. The group may undertake to study a book and arrange to take turns leading discussions chapter by chapter. A professional book club may be formed by having each teacher contribute one book. With a schedule for the passing

of books from teacher to teacher a reading program covering a long period of time can be arranged. The Principal will need to be tactful and diplomatic in motivating his teachers to professional reading just as the teachers need to be tactful and diplomatic in motivating pupils to their work. The success of a reading program will depend to a large extent upon the choice of books and here the Principal should be able to make wise suggestions. At the present time competition among teachers is great and many are taking advantage of summer school courses to improve their qualifications. The Principal can assist his teachers by encouraging them to attend summer sessions and by suggesting the most worthwhile courses for them to take.

DEMONSTRATION TEACHING AND INTERVISITATION.

If the Principal has the confidence of his staff and can develop the right attitude toward demonstration teaching, he may render a great service to the teachers and to the school. This device may be used to introduce teachers to new methods, to show the difference between two techniques or the difference between the way one teacher uses a technique and the way another teacher uses it. Particularly with teachers who have deficiencies in training, background or insight is demonstration teaching beneficial--the concrete makes a greater appeal than does the abstract. The difficulty is that the observing teacher may mistake the detail for the principle and imitate without understanding the significance of what she is doing. Although some authorities have a poor opinion of demonstration teaching as a supervisory device, ¹⁵ others ¹⁶ think highly of it and it does seem that it has many commendable features

¹⁵ Douglass and Boardman, op. cit. p.p. 287-288

¹⁶ Cox and Langfitt, High School Administration and Supervision, New York, American Book Co., 1934, p.p. 596

Directed visitation is very similar to demonstration teaching. A teacher is directed to visit so that she may see a masterful treatment of a technique that gives her difficulty. The visit should be preceded by a conference between the Principal and the visiting teacher in which attention is directed to the points to be particularly observed. Another conference should follow the visit to make sure that the importance of the lesson has been grasped. A program of inter-¹⁷ visitation is a splendid thing. The writer has never met a teacher who did not like to watch another "go into action", and it is believed that there are very few teachers who have not some ideas that are worth passing on. For this reason intervisitation can contribute much to the growth of teachers in service.

RESEARCH AND EXPERIENCE

Before any program for improvement can be planned, information must be gathered so that the exact nature of the problem may be understood. Sometimes all the information that is needed may be obtained from school records or from observation but very often careful investigation is necessary to secure the data. In such cases scientific methods should be used.

Pure research deals with narrow problems, a minute phase of a larger problem and threshes over the details until a definite conclusion is¹⁸ arrived at. Surveys deal with wide problems.

The steps in research are:

- (1) Formulating the problem.
- (2) Planning the investigation.
- (3) Collecting the data.
- (4) Organizing the data. ¹⁹
- (5) Interpreting the results.

17 Douglass and Seardman, op. cit. p.p. 290
 18 ibid p.p. 272
 19 ibid p.p. 277

The Principal may help the teacher to state the problem clearly. Much assistance can be obtained by reading investigations in similar and related problems. If the Principal is in a position to help, the teacher's confidence in him will be increased. Planning is the most critical part of the investigation.²⁰ The whole plan must be complete before the first step is taken. Facts may be collected by observation, measurement or by questionnaire. Observation is an adequate method in some cases if expert judgment accompanies it, otherwise it may be practically useless.²¹ Measurement has the advantage of being objective, but care must be taken to be sure that the measuring instrument is valid, reliable and suited to the purpose. The questionnaire is valuable for collecting opinions and facts concerning events that are determined.

When the data have been collected, they should be arranged in frequency tables or scatter diagrams so that they may be conveniently examined. The statistical constants, mean, median, standard deviation, probable error etc. may now be calculated. Care must be exercised so that both facts and statistical work are accurate. Interpretations based on inaccurate data are worthless. The interpretation should be in the light of selected criteria and may be assisted by comparison with results of similar studies.²²

The survey may be used to study the status of an educational institution, practice or procedure. The results show what the facts are, what the common practice is and what variations exist. It may also be used for discovering many other problems, such as causes of pupil failure, standards and variations in marking, types and causes of

20 Ibid, p.p. 268
 21 Ibid, p.p. 269
 22 Ibid, p.p. 271

pupil misbehaviour, procedures in pupil discipline, bases for classifying pupils, distribution of teaching load.

Experimentation is a means of testing hypotheses. It is also useful for stimulating the interest of teachers in some of the larger problems of education. The Principal should encourage experimentation but should reserve the right to approve any experiment which a teacher wishes to carry out.²³

Usually experiments are carried out under identical conditions, with groups of equal ability, traits etc.,. The problems to be met are the selection of an appropriate method of experimenting, selection of pupils, control of all factors except those which are the object of the experiment, and the gathering and interpreting of data. Much skill and knowledge of experimental technique is required to conduct any but the simpler types of experiments.²⁴ Great care must be taken in collecting and arranging data because the interpretations can have no more validity than the facts on which they are based.

MEASUREMENT OF TEACHING ABILITY

There is a distinct difference between the administrative and the supervisory purposes of rating teachers. The administrator rates teachers for the purpose of selection, promotion, transfer or dismissal. The supervisor rates teachers to get information regarding their personalities, knowledge, ability and teaching equipment and to evaluate his own supervisory technique or program.²⁵

The traditional method of rating teachers was based on judgment which is influenced by many biases and prejudices both conscious and unconscious.²⁶ To render teacher rating more reliable, objective means

23 Ibid, p.p. 278

24 Ibid, p.p. 276

25 Ibid, p.p. 219

26 Ibid, p.p. 218

of measurement have been sought to determine the outcome of instruction and to find the relation between it and teaching efficiency, and to analyse and evaluate traits, qualities and characteristics of successful teachers.

The actual measurement has been found an exceedingly difficult task and the results are indifferent. ²⁷ Personality, knowledge, professional skill and attainment are very complex and it is difficult to know what traits and abilities should be measured or what criteria of teaching efficiency should be selected. So far the problem has defied the skill of the investigators.

Some educationists have sought to measure teaching efficiency by means of rating scales. Here again is not the problem of what traits contribute to teaching efficiency and subjectivity of judgment. A good rating scale should be reliable. It should deal with traits that ²⁸ are controllable and should employ valid measures of teaching. Rating scales at present in use usually deal with the following:

- (1) Personal qualities
- (2) Professional spirit
- (3) Teaching ability
- (4) Disciplinary ability ²⁹

The following statement from the Research Bulletin of the National Educational Association is suggestive in this connection:

"Only in so far as rating scales can be cooperatively developed and self-rating and self-criticism very gradually and tactfully promoted can they be considered supervisory instruments."

27 Ibid, p.p. 234

28 Ibid, p.p. 240

29 Ibid, p.p. 242

30 Cox and Langfitt, op. cit., p.p. 368

ADAPTING INSTRUCTION TO MEET INDIVIDUAL DIFFERENCES

More and more, educationists are adopting the view that education, so far as the pupil is concerned, must be an individual problem. Each has his interests, abilities and difficulties and if he is to progress, instruction must be planned to meet his needs. Most teachers have heard of various types of individual instruction but few, it is believed, have become sufficiently acquainted with them to be able to use them intelligently.³¹ In assisting his teachers to discover the individual differences in their pupils and to plan instruction to suit these differences, the Principal has a golden opportunity to prove the value of supervision as well as to demonstrate his skill as a supervisor.

The subject might well be approached at a teachers' meeting.³² A study of the general topic "Individual Differences" should create an interest in the individual differences of the pupils of the particular school. When the Principal feels that the time is ripe, he should tactfully suggest that the school be examined for the purpose of discovering what differences exist among the pupils. This will lead to the use of intelligence and standard achievement tests, and the Principal will have to be active and alert to see that the choice of tests is wisely made and that they are properly administered.

The next step will be to select a technique that will individualize instruction. The Dalton, Winnetka and Harrison plans, Supervised Study and Homogeneous grouping are all in use at the present time. Before choosing any of these, a study of all should be made so that the choice may be intelligent. When a plan has been selected, the outstanding principles and steps should be demonstrated. The points of strength

³¹ Douglass and Boardman, op. cit., 394

³² Ibid., p. 397

weakness and danger should be discussed and if possible the method should be illustrated by actual teaching.³³ Reading material regarding the method should be an important part of the teacher's preparation for using a new method. Teachers who have had experience with the procedure may be helpful in describing it and answering questions about it.

When sufficient information regarding the new method has been obtained, plans may be laid for putting it into effect. Here the whole system of pre-teaching conferences, classroom visitation and post-lesson conferences will be used to ensure safe and sane procedure. Here also the Principal may prove his helpfulness to his staff and bring supervision to its highest point of value--true guidance and improvement of instruction and growth of the teacher in service.

IMPROVING STUDY HABITS

The necessity for improving pupil study habits became known decades ago but in spite of the fact that many studies have accumulated a great deal of information regarding them, they receive little attention in most classrooms today.³⁴ Training in good study habits is probably one of the most important and valuable services that a school can give a pupil and it is to be deplored that this branch of education has been so neglected.

The approach to this problem should be similar to the approach to the study of individual differences; study in teacher group leading to realization of its importance and determination to do something about it should be followed by an intensive study of the problem and how it can be adapted to the particular situation.

³³ Ibid, p.p. 298

³⁴ Ibid, p.p. 410

Factors conditioning pupil study habits are:

- (1) Understanding of the problem.
- (2) Knowledge and skill in connection with the study technique.
- (3) Knowledge and skill in connection with the tools of study.
- (4) Skill in fundamental study abilities--reading, outlining, summarizing.³⁵
- (5) Intellectual ability.

Some information regarding pupils' study habits may be gained from observation. Use of the Morrison attention chart will show whether pupils have good habits of concentration. The questionnaire may be used to find out how pupils actually go about studying. The value of this method is limited because pupils often cannot report accurately or because they answer as they think the teacher wants them to.³⁶ Sometimes questions are suggestive and get biased answers.

To teach pupils to study, is to teach them the best methods of learning.³⁷ It is essential that they become interested in improving their study habits. Until interest is awakened, efforts in this direction will meet with little success.

The importance of proper physical conditions is one of the first points to be stressed.³⁸ Some of these are: Proper light and temperature, convenience of the materials for study and freedom from distractions--noise etc.

The study technique should be selected in the light of the purpose it is to serve, and practice in its use should be given under the supervision of the teacher.

Reading is very closely related to study since it is used in practically all study procedures. Improving the pupils' ability to read

35 Ibid. p.p. 411
36 Ibid. p.p. 412
37 Ibid. p.p. 413
38 Ibid. p.p. 417

will be a real assistance in improving his ability to study. Practice should be given in both intensive and extensive reading.³⁹ Pupils should be led to a more intelligent use of books by learning the purpose and significance of the table of contents, index, tables, graphs, maps, foot notes and paragraph headings.⁴⁰

The ability to solve problems is related to the ability to study. Teachers should outline the steps of a good method and then work out a few problems cooperatively with the class. Later, assignments requiring this method of solving problems should be made.

Pupils should be given supervision during their study periods. The flexible and the divided periods have been devised to meet this need. The flexible period allows the teacher to give the whole of a class period to either supervised study or to teaching. While this is probably the better arrangement, it harbours the danger that study will be neglected. The divided period gives part of each class period to teaching and part to study. While it does not matter whether the study is done at the first or the last of the period,⁴¹ putting it at the first will make sure that it is not crowded out. During the time that the directed study periods are being inaugurated, it is possibly advisable to use the divided period with the study at the beginning.

A summary of suggestions for study provided for Freshmen at the University of Chicago is shown in chapter Six.

39 Daugless and Boardman, p.p. 419
 40 Ibid., p.p. 418
 41 Ibid., p.p. 431

CHAPTER THREE

THE NUMBER AND KIND OF SUPERVISORY ACTIVITIES

PERFORMED BY PRINCIPALS

OF RURAL SASKATCHEWAN

The Principals were asked to indicate what supervisory activities they perform in each of the three groups (1) those that concern teachers chiefly (2) those that concern pupils chiefly (3) those that concern the general condition of the school chiefly. From this information it is possible to find what activities are performed by Principals and in which groups they occur.

The average for all Principals is 36.9 activities. The implication of this figure is modified by the fact that only 30 items are performed by 50 or more percent of the Principals. It is evident that some Principals performing a larger number of activities have affected the average. An average of 30 for all Principals, however, would indicate that an attempt is being made to provide supervisory service for the schools. Table one shows the number of activities performed by various percentages of Principals.

TABLE 1

NUMBER OF ACTIVITIES PERFORMED BY PRINCIPALS

Percent of Principals	Number of activities
79.57	2
75.00-79	2
50.00-75	26
25.00-50	34
10.00-25	23
7.00-10	3
6.89	1

Two activities are reported by the highest percentage of Principals, 79.57, one by the lowest percentage, 6.89 and the largest number, 34 is reported by 25 to 50 percent of the Principals. The majority of the Principals report fewer than the average number activities.

Forty of the activities concern teachers chiefly, thirty eight concern pupils chiefly, and eighteen the school chiefly. In the first group the average for all Principals is 12.83 activities, in the second group 17.38 activities and in the third group 6.98 activities. Since the number of activities is not the same in each of the three groups, these figures are not significant. Expressing them as percentages of the activities in the respective groups it appears that the Principals perform an average of 32.875 percent of the activities in group one, 45.95 percent of those in group two and 38.8 percent of those in group three. Apparently the Principals direct their attention to those activities which concern pupils chiefly, more than to those of the other groups. This is clearly shown in the following table.

TABLE II

PERCENT OF PRINCIPALS PERFORMING VARIOUS ACTIVITIES

Percent of Principals	Group One % of Group	Group Two % of Group	Group Three % of Group
75-100	5	5.2	00.00
50-75	12.5	36.84	38.85
25-50	37.5	36.84	28.75
10-25	37.5	18.45	33.30
0-10	7.5	2.63	00.00

Table two shows that 75 or more percent of the Principals perform 5.2 percent of the activities in group two as compared with 5 percent in group one and none in group three. In group two 42.04 percent of the activities are performed by 50 or more percent of the Principals

as compared with 38.85 in group three and 17.5 in group one.

The activities upon which Principals were asked to report were classified as concerning (1) Technique (2) Improvement of teachers in service (3) Classification and promotion of pupils (4) Curriculum (5) Supplies (6) General conditions of the school. Table III shows the distribution of activities according to this classification. In order to make this study, the activities were divided into two groups: (1) those performed by 50-100% of the Principals (2) those performed by 0-50% of the Principals. By comparing the number of each kind of activity in these groups with the total number of each kind of activity, percentages were calculated. From this information it is possible to see which kind of activity is favored by the Principals.

TABLE III

KINDS OF ACTIVITIES PERFORMED BY PRINCIPALS

Kind of activity	Total number	Number performed by 50-100% of Principals	Percent of total number	Number performed by 0-50% of Principals	Percent of total number
<u>Technique</u>	37	15	40.54	22	59.46
<u>Improvement</u>	20	2	10.00	18	90.00
<u>Classifi-</u>					
<u>cation</u>	24	5	20.83	19	79.24
<u>Curriculum</u>	3	2	66.66	1	33.33
<u>Supplies</u>	2	0	00.00	2	100.00
<u>General</u>					
<u>conditions</u>					
<u>in the</u>					
<u>school</u>	10	6	60.00	4	40.00
<u>Total</u>	96	30		66	

From this table it appears that 50% or more of the Principals perform 66 2/3% of the activities concerning curriculum, 60% of those

concerning general conditions of the school, 40.54% of those concerning technique, 20.83% of those concerning classification, 10% of those concerning improvement of teachers in service and none of those concerning supplies. If the finding in regard to curriculum and general conditions of the school are discounted because of the small number of activities of these kinds, it would appear that Principals are most interested in activities concerning technique and least interested in activities concerning the improvement of teachers in service.

For the purpose of considering the nature of the activities reported, items of the questionnaire have been classified in two ways: (1) the percentage of Principals performing each (2) the groups to which they belong: Group one, activities concerning the teacher chiefly; Group two, activities concerning the pupils chiefly; Group three, activities concerning the general condition of the school chiefly. The number given for identification in the appendix appears after each item.

Reported by at least 75 percent of the Principals.

Group one:

Encourages teachers to support and attend professional organizations. (34)

Discuss general principals of teaching with teachers. (1)

Group two:

Give standardized tests to determine pupils' progress. (49)

Suggest how to improve pupils' study habits. (48)

It will be noticed that only one of these items requires scientific procedure. Of the other three, two are of the suggestion and discussion type and are based on a general knowledge of the situation, study habits are closely connected with classroom work.

Reported by 50-75 percent of the Principals

Group one:

- Suggest how to adapt methods to individual differences. (6)
- Discuss special methods of teaching with teachers. (2)
- Recommend most profitable professional training courses. (35)
- Arrange exchange of work for teachers unable to teach special subject (music, art) (40)
- Suggest how to improve examination questions of the ordinary type. (16)

Group two:

- Study pupils special interests. (42)
- Investigate study habits of pupils. (47)
- Suggest how to make use of special interests. (43)
- Study attitudes ideals and appreciations of pupils. (44)
- Study causes of pupils absence from school. (66)
- Prescribe remedial work for pupils who need special help. (51)
- Suggest how to improve pupils ideals, attitudes and appreciations. (45)
- Suggest how to stimulate and guide pupils in planning performing and evaluating their projects. (41)
- Diagnose types of errors made by pupils in one or more subjects. (50)
- Suggest how to develop in pupils the skill to judge moral situations. (46)
- Suggest how to improve the attendance of pupils. (67)
- Study methods of making assignments to pupils. (76)
- Suggest how to organize and carry out extracurricular activities. (70)
- Make a plan for gathering and recording information concerning the home and social environment of pupils. (62)

Group three:

- Suggest how to improve discipline. (92)
- Suggest how to improve the appearance of the rooms. (91)
- Make a statement of rules and regulations to be enforced in the

school. (93)

Score and tabulate results of standardized tests. (87)

Give standardized tests for the purpose of classifying pupils. (85)

Make a study of the results of educational tests for the purpose of ascertaining the status of the school. (79)

Give instructions regarding the parts of the curriculum which should be emphasized. (68)

Twelve of the above items are of the suggestion and discussion type.

Six are of the study type and require a more intimate knowledge of classroom conditions. Two items, the administration of tests and the diagnosis of difficulties require scientific procedure. If the scoring of tests were included there would be three items in this group. Four items have to do with the formation of plans and rules and require an intimate knowledge of the condition of the school.

Reported by 25-50 percent of the Principals

Group one:

Suggest how to improve marking of examination papers of the ordinary kind. (17)

Decide upon changes in methods of instruction that ought to be made. (19)

Hold conferences with individual teachers. (19)

Suggest how to prepare informal objective tests. (18)

Hold group conferences with teachers. (20)

Instruct teachers concerning the methods of giving scoring and interpreting standard tests. (30)

Ask teachers to check work and report on the degree of conformity to changes in methods. (18)

Discuss definite school subject activities with teachers. (4)

Make notes of what is observed during classroom visits. (13)

Show teachers how to organize routine. (33)

Make notes of what is observed after leaving the room. (14)

Keep a record of comments and suggestions made during conferences with teachers. (21)

Give instructions for improving methods of estimating the work of pupils. (38)

Call for reports at teachers' meetings of experiments or investigations going on in the school. (24)

Suggest how to organize subject matter around large units. (5)

Group two:

Study methods of questioning pupils orally. (73)

Prepare a list of library books. (71)

Suggest how to improve methods of improving assignments. (77)

Suggest how to improve methods of questioning. (74)

Require pupils doing unsatisfactory work to report to you. (68)

Suggest how to conduct various types of lessons. (75)

Make a plan whereby pupils pass to some other for instruction in some subjects. (69)

Suggest one or more objective schemes whereby pupils may record their progress. (52)

Make a list of library books for appreciative reading. (72)

Make permanent records of intelligence quotients. (54)

Make permanent records of mental ages. (53)

Suggest how to improve lesson plans. (78)

Make a plan whereby pupils with superior ability may have enriched curriculum. (65)

Make tables or graphs of the results of educational tests. (58)

Group three:

Give talks at public meetings concerning work of the school. (94)

Give instructions regarding the kind and amount of work that will be considered minimum essentials. (89)

Score and tabulate results of intelligence tests. (86)

Give group intelligence tests for the purpose of classifying pupils. (84)

Conduct a campaign to enlighten parents as to the curriculum and

work of the school. (98)

Nine of these items are of the suggestion and discussion types. Six of them require scientific knowledge and procedure. Nine items have to do with giving definite instructions and laying down rules. Six items are of clerical nature; two are connected with extracurricular activities and one requires definite study. It is apparent that a large percentage of these items are of a more exacting nature than most of those in the previous groups. Items requiring scientific knowledge and familiarity with conditions in the school increase in number.

Reported by 10-25 percent of the Principals

Group one:

Inform teachers what requirements enter into the estimate of their work. (31)

Give teachers a copy of summary of your conference notes. (15)

Analyse school subjects into definite activities. (3)

Make definite plan for studying specific problems. (7)

Give instructions concerning the making of timetables. (39)

Keep teachers informed about plan for studying definite problems. (8)

Draw plan for classroom visitation. (36)

Prepare outlines of topics from educational literature. (22)

Arrange for exchange of visits among teachers. (27)

Teach demonstration lessons. (29)

Appoint committees of teachers to attack problems. (32)

Ask teachers to report excellent features of other schools. (26)

Conduct course in professional reading. (23)

Use check list during classroom visits. (12)

Prepare bulletins to meet needs of teachers. (37)

Group two:

Make special promotions or demotions. (60)

Make tables or graphs of the results of intelligence tests. (57)

Make permanent records of educational ages. (55)

Arrange for a physical examination of pupils. (61)

Make a plan for gathering and recording information about home and social environment of pupils. (63)

Make permanent records of accomplishment quotients. (56)

Make classification sheet to show to what grades pupils belong. (59)

Group three:

Make a table to show grades in which pupils have greatest difficulty. (83)

Organize one or more experiments. (80)

Organize a professional reading library. (81)

Make an age grade distribution sheet. (82)

Organize a parent teacher association. (95)

Assist in making programs for parent teacher association. (96)

The suggestion discussion type of activity is not found at all in this group. Seven items require scientific knowledge and procedure. Eleven concern plans for various purposes seven are clerical in nature, two extracurricular and one requires definite study. Many items including those related to conferences, demonstration teaching, intervisitation of teachers, professional reading, individual differences and experimentation are considered by educational writers to be among the more important supervisory procedures.

Reported by 0-10 percent of Principals

Group one:

Use during classroom visits a chart to check teacher and pupil activity. (11)

Send weak teacher to visit teacher strong in technique. (25)

Arrange demonstration lessons to be taught by superior teachers. (28)

Group two:

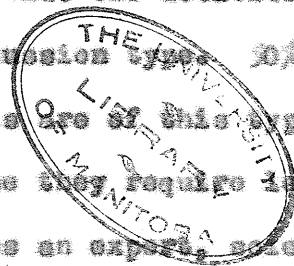
Organize opportunity room for backward pupils. (64)

In this group are activities requiring some knowledge of supervisory theory. Principals can be excused for not organizing opportunity rooms as conditions in most districts will not permit it.

In this chapter it was seen that the average of 36.9 activities for all Principals is somewhat misleading as only 30 activities are performed by more than fifty percent of the Principals. Of the activities performed by seventy five percent and more of the Principals two are of the discussion type and do not relate closely to classroom problems. Suggestions for the improvement of pupil study habits does relate intimately to classroom conditions and the giving of standardized tests requires the presence of the Principal in the room as an expert worker. Many of the activities performed by 50-75 percent of the Principals are of the discussion type but relate closely to the classroom work. The items regarding conferences require the presence of the Principal and the exercise of strong leadership. To diagnose pupils difficulties and give educational tests, the Principal must be present in the classroom as an expert. Activities relating to definite school subjects, remedial work, special interest, ideals attitudes and appreciations, planning projects, and moral situations are difficult. Among the activities performed by 25-50 percent of the Principals the discussion of professional training courses is general in nature. The items regarding special methods of teaching, improvement of examinations, large units, questioning, assignments, lesson plans and minimum essentials are of the discussion type but relate closely to the work of the classroom. Giving intelligence tests requires the presence of the Principal as an expert worker. Leadership is called for to arrange exchange

of teachers, to get reports of teacher activity, to give talks at public meetings and to conduct campaigns of enlightenment. Activities relating to plans of various kinds require originality on the part of the Principal while the scoring and tabulating of test results and the keeping of records are clerical. Study of special interests and adapting work to individual differences are difficult and require not only experience and training but a scientific interest and leisure time. Leadership is called for by the following activities performed by 10-25 percent of the Principals: informing teachers of the requirements that enter into the estimate of their work, those that relate to conferences, demonstration teaching, exchange of teachers, professional reading and parent associations. The preparation of bulletins, outlines, plans for classroom visitation studying specific problems and the analysis of school subjects into definite activities call for originality. The last mentioned is very difficult. Organizing experiments requires scientific interest as well as experience and training. Of the three activities performed by 0-10 percent of the Principals, exchange of teachers and demonstration teaching require leadership. The use of a chart during classroom visitation will call for originality as well as training. The organization of an opportunity room requires scientific interest and leadership in addition to favorable conditions in the school district.

From the foregoing analysis it becomes clear that the activities most often performed by Principals are of the discussion type. 30% of the activities performed by 50% and more Principals are of this type. These which are more exacting and difficult because they require leadership, originality, the presence of the Principal as an expert, scientific interest, training and experience are least often done.



CHAPTER FOUR

THE INFLUENCE OF VARIOUS FACTORS

The Principals were asked to give information regarding their qualifications, date of receiving the highest degree, experience, service in present position, size of city, town or village, and time set aside for supervision. From this data it was hoped to study the effect of various factors on the number of supervisory activities performed by Principals.

QUALIFICATIONS

On the questionnaire to Principals, those who reported for this study indicated whether they were graduates of a high school or a university and whether they received professional training at a normal school or at a college of education. Four classifications were made for the study of qualifications: (1) Graduates of high schools and normal schools (2) Graduates of universities and normal schools (3) Graduates of universities and a certificate course of a college of education (4) Graduates of universities and a degree course in a college of education. It was thought advisable to distinguish between the certificate and degree courses of the college of education because the certificate course is a general course which all university graduates must take before beginning to teach and does not include training in supervision. The degree course is more extensive and does include training in supervision. Eighty five Principals were found to have trained in Normal Schools. Forty four of these were high school graduates and forty one University graduates. It is clear that the data regarding normal school graduates is colored somewhat by the influence of high school and University graduation. Seventy two Principals were University graduates.

Forty one of these trained in Normal Schools, twenty took the certificate course of the college of Education and eleven have degrees in education. Thus it appears that data regarding University graduates is affected by the influence of Normal School and college of Education training. Since all Principals are graduates of an academic and also a professional institution, it was impossible to separate the influence of one factor from the other.

Table IV shows the distribution of Principals with regard to qualifications and the number of activities performed.

TABLE IV

EFFECT OF QUALIFICATIONS ON NUMBER OF SUPERVISORY ACTIVITIES

Institutions from which Principals graduated	Number of Principals	Average Number of activities	Median Number of activities
High School and Normal School	44	38.71	41.58
University and Normal School	41	34.56	36.95
University and certificate course	20	37.48	37.50
University and degree course	11	38.36	45.00
Total	116		

From this table it appears that graduates from high schools who have taken professional training in normal schools perform the largest number of activities while those who have graduated from university and taken the degree course in education perform nearly as many. University graduates who have normal school training are definitely below the others. In the first two groups shown in Table IV Normal School training is common. The difference in the average number of activities in these groups would therefore appear to be due to the influence of high school

graduation, and it would seem that a university education has no positive relation to the number of supervisory activities performed. In the last three groups, University training is common and the differences in the averages for these groups would appear to be due to the influence of normal school and college of education training. Since the highest average is for the degree course group, the degree in education is indicated as having the greatest influence upon the number of supervisory activities performed.

A closer examination of the data submitted by Principals who graduated from high schools and normal schools and those who graduated from universities and have degrees in education was made. This study disclosed the fact that sixteen in forty four of the former group performed less than 36.9 activities, the average for all Principals, while only three in eleven of the latter group fell below that average. These three who performed eleven, fourteen and twenty four activities respectively seriously affected the average of the group. Keeping this in mind, and considering that the median number of activities for Principals who have high school and normal school training is 41.58 while that for Principals who graduated from university and have degrees in education is 45, as shown by Table IV, it seems reasonable to conclude that graduation from university and a degree in education together constitute the most significant factor in regard to the number of supervisory activities performed. Since graduation from university as shown above does not appear to be a positive factor in this connection, the degree course in education is indicated as the factor most favorable to the performance of supervisory activities. Dr. Dyer found that graduation in a degree¹ course in education was a significant factor.

1 W. F. Dyer, Activities of the Elementary School Principal, New York, Bureau of Publications, Teachers' College, Columbia University, 1927, p.p. 28

DATE OF RECEIVING HIGHEST ACADEMIC DEGREE

The Principals were divided into four groups: those who received their highest academic degree (1) since 1932 (2) between 1927 and 1931 (3) between 1922 and 1927 (4) prior to 1922. Table two shows that Principals in the first group have the highest average and that group four is definitely below the others. The differences between the averages for the first three groups are so small that it would be unwise to draw a definite conclusion from this data. Thirteen Principals did not give the date of receiving their highest degrees. Had they reported, the picture given by the table might be changed considerably. The matter is further complicated by the fact that many of the Principals received degrees after they had begun teaching. It appears that the effect of recency of obtaining the highest academic degree cannot be measured from the data which the writer was able to get.

TABLE V

EFFECT OF DATE OF RECEIVING HIGHEST ACADEMIC DEGREE

Principals who received highest academic degree	Number of Cases	Average number of activities
1932 to 1936	17	36.59
1927 to 1932	36	36.14
1922 to 1927	18	35.89
prior to 1922	12	29.75

DATE OF RECEIVING HIGHEST PROFESSIONAL DEGREE

Four classifications were made for the study of this factor: Principals who received their highest professional degree (1) between 1932 and 1936 (2) between 1927 and 1932 (3) between 1922 and 1927 (4) prior to 1922.

TABLE VI

EFFECT OF DATE OF RECEIVING HIGHEST PROFESSIONAL DEGREE

Principals who received highest professional degree	Number of cases	Average number of activities
1932 to 1936	25	33.84
1927 to 1932	31	38.64
1922 to 1927	14	29.93
prior to 1922	5	43.

This table gives some evidence that recency of obtaining the highest professional degree is a negative factor. That evidence is weakened because only seventy five Principals supplied data regarding this factor and because many Principals received their degrees while in service. At any rate, the element of service is so involved with the date of receiving the highest professional degree that it is impossible from this data to separate the influence of the one from the other.

EXPERIENCE AS PRINCIPAL

The number of years of experience as Principal was divided into five year periods: (1) one to five years (2) six to ten years (3) ten to fifteen years (4) more than fifteen years. Table seven shows the lowest average for Principals who have five years and less experience and the highest average for Principals who have ten to fifteen years experience.

TABLE VII

EFFECT OF YEARS OF EXPERIENCE AS PRINCIPAL ON THE
NUMBER OF SUPERVISORY ACTIVITIES

Principals who have served for	Number of cases	Average number of activities
1-5 years	36	35.72
6-10 years	33	37.06
11-15 years	23	40.70
over 15 years	7	38.14

From this table it would appear that length of service as Principal is a positive factor as regards the number of supervisory activities performed. The average for Principals with one year of experience is 31.54. Apparently Principals discover from experience a need for supervision and make some effort to fill it. Dr. Dyer found that Principals with one or two years experience reported fewer activities than those with more experience.

SERVICE IN PRESENT POSITION

The data regarding service in present position was divided into four groups: (1) 1-2 years (2) 3-6 years (3) 7-10 years (4) more than 11 years. Table VIII shows that the highest average is reached in the group 7-10 years.

TABLE VIII

EFFECT OF YEARS OF SERVICE IN PRESENT POSITION
ON NUMBER OF SUPERVISORY ACTIVITIES

Table VIII
(continued)

Principals who have served	Number of cases	Average number of activities
1-2 years	48	36.96
3-6 years	28	36.66
7-10 years	17	37.82
11-20 years	5	35.60

The averages shown in this table are spread over so short a range that no significant difference appears. Dr. Dyer found that the highest average was reached in the group 3-6 years.³ It might be said that the Principals of this province take longer to reach their maximum supervisory program than those who reported in Dr. Dyer's study and in the light of the attitude to supervision here, such a situation would not be surprising; but the minimum and the maximum shown in the table are so nearly alike that it appears that years of service in the present position has a negligible effect on the number of supervisory activities.

POPULATION OF CITY TOWN OR VILLAGE

Table nine shows the classification of supervisory activities in relation to the size of the city town or village. This table would indicate that population is a factor related to the number of supervisory activities performed and that places with populations of two thousand and more are most favorably situated with regard to supervision.

TABLE IX

EFFECT OF POPULATION ON SUPERVISORY ACTIVITIES

Population	Number of cases	Average number of activities
0--499	79	36.24
500--999	17	35.7
1,000-1,999	8	35
2,000-4,999	3	40
5,000-9,999	5	20.8

The population of places smaller than two thousand seems to have no effect on the number of supervisory activities. While only a small number of Principals reporting are in the larger places, the averages for the groups over two thousand population are as large as to force the conclusion that population is related to the number of supervisory activities.

SIZE OF SCHOOL

To study this factor schools were grouped as follows: those with, (1) 2-3 rooms (2) 4-8 rooms (3) more than 8 rooms.

TABLE X

EFFECT OF SIZE OF SCHOOL ON NUMBER OF SUPERVISORY ACTIVITIES

Number of rooms	Number of cases	Average number of activities
2-3	48	33.7
4-8	58	39.31
more than 8	10	37.10

This table shows that the average number of activities is greater for the larger schools. The two and three room schools are quite definitely below the others. While the tendency for the activities to increase with the size of the school is not continuous, the data warrant the conclusion that size of school is related to the number of activities. Four to eight room schools appear to have an advantage.

TIME SPENT IN SUPERVISION

Data regarding time spent in supervision was grouped according to the number of hours per week set aside for this duty.

TABLE XI

EFFECT OF TIME SPENT IN SUPERVISION ON NUMBER OF SUPERVISORY ACTIVITIES

Number of hours	Number of cases	Average number of activities
0	46	32.43
1	40	36.37
2	12	45.
3	11	41.45
4	2	49.5
5	4	55.
6	1	36.

From table eleven it would appear that the number of supervisory activities increases as the time set aside for supervision is increased. This observation is not seriously affected by the fact that the one Principal giving six hours a week to supervision performs only 36 activities or that the average for the three hour group interrupts the sequence. The evidence of the other groups outweighs these points. It is safe to conclude that there is a definite and positive relationship between time provided for supervision and the number of supervisory activities performed.

It can be calculated from eleventh table that one hundred percent of the Principals reporting spend less than a quarter of their time and that 95.69 percent spend less than one sixth of their time supervising instruction. Roberts and Draper in a study of time given to supervision by Principals in the United States found that eighty percent spend one quarter of their time and less, and forty seven percent spend one sixth of their time and less in supervision.⁴ The comparison shows this province is a lagging position particularly when it is remembered that Roberts and Draper gave their figures as an evidence of backwardness in supervision.

In the same study, Roberts and Draper reported a positive relation between population and the time given for supervision.⁵ Table twelve shows that the data for this study indicates the same relationship.

TABLE XII

THE RELATION OF POPULATION TO TIME GIVEN TO SUPERVISION

Population	Hours per week given to supervision
0-200	.59
201-500	1.15
501-1,000	1.57
1,001-2,000	2.00
2,001-5,000	2.66
5,001-10,000	3.00

Following out the suggestion of possible relationship between various factors, the writer studied the data regarding population of the larger centres and all other factors. The following table summarizes

4 Roberts and Draper, The High School Principal as Administrator, Boston, D. C. Heath and Co., 1927 p.p. 30

5 *ibid.*, p.p. 75.

this information.

TABLE XIII

THE RELATION OF POPULATION TO OTHER FACTORS

Popula- tion	Degree	Date of highest academic qualifica- tion	Date of highest profes- sional qualifi- cation	Experience as Principal	Service in present position	size of school	Time for super- vision per week
6500	B. A.	1925	1929	13	13	8	3
5225	High Sc.	1927	1930	2	2	9	1
5000	B. A.	1927	1928	5	3	9	1
5000	High Sc.	1918	1919	13	5	6	0
5000	B. A.	1932	1934	13	10	8	4
4000	B. Ed.	1928	1932	14	6	25	3
3500	High Sc.	1930	1923	6	1	13	3
2880	B. Ed.	1928	1929	6	4	6	4

The factors which are shown to be most closely related to population and through it, to the number of supervisory activities performed, are size of school, experience as Principal, service in present position and time provided for supervision. The majority of the Principals reporting here received their highest academic and Professional qualifications in the years 1927 to 1931. This observation would be in agreement with the finding of Table III in regard to professional qualifications but not with Table II concerning academic qualifications. Having a degree in Education has no relation to population of the town or city. The average term of service for these Principals is four years. Eight of the eleven Principals reporting, who have Education degrees, received them within the last four years. It would appear that one reason for degree men not getting into the larger places is that there have been few openings. The Principals in the

larger places have done satisfactory work (presumably) for years, and have not been attracted by courses in Education.

A further study was made of the data in regard to the relation of a degree in Education to the various factors. Table XIV summarizes this information.

TABLE XIV

THE RELATION OF A DEGREE IN EDUCATION TO OTHER FACTORS

Degree	Date of highest Ac. degree	Date of highest Prof. degree	Experience as Principal	Service in Present position	Popu- lation	Size of school	Time for super- vision
B. Ed.	1916	1934	1	1	100	3	1
B. Ed.	1928	1929	8	1	500	7	0
B. Ed.	1928	1932	14	6	4000	25	3
B. Paed.	1935	1936	2	2	550	6	1
B. Ed.	1933	1936	12	2	1000	4	1
Phd.	1936	1936	5	1	598	6	1
B. Ed.	1916	1936	18	9	100	9	2
B. Ed.	1933	1934	6	4	375	3	0
B. Ed.	1928	1929	7	1	2880	6	5
B. Ed.	1930	1935	2	1	200	4	0
B. Ed.	1932	1936	7	2	240	5	0

This table would indicate that size of school and experience as Principal are related to the possession of a degree in Education, and through this factor, to the number of supervisory activities performed. Recency of obtaining the highest academic and professional qualifications are related to the possession of a degree, probably because the necessary educational facilities have been available in this province for only seven or eight years. Most of these Principals have been in their present positions for only one or two years. This is accounted for very likely by the recency of their graduation which would prevent this factor from showing its influence in this group. The relation of population

to a degree in education is seen again and was commented upon in connection with Table XIII. These Principals do not have as much time provided for supervision as the average for all Principals. Of all the Principals who have reported for this study, those in possession of a degree in education should be alive to the necessity for supervision and capable of providing this service and yet the facts show that they do not give much time to it. Perhaps the factors of population and service in present position together with attitude of the community to supervision. The data of this study is not sufficient to definitely locate the reason.

The material presented thus far makes it clear that some factors do not show their influence when considered singly, and when various factors are studied in relation to one another some appear and some do not appear as determining forces. Reasons for this condition have been suggested but a more fundamental reason can, in the writer's opinion be found in the material presented in the first part of chapter two. Here it was pointed out that the attitude of the Department of Education is not calculated to encourage Principals to undertake supervisory programs. The attitude of trustees is apathetic and in some cases even inimical to supervision. Where boards have ruled that each teacher is to be boss in his own room there has undoubtedly been clash between the Principals who want to supervise and the teachers who do not want to be supervised. The attitude of teachers and the attitude of communities as reflected through the action of boards must also be considered in this connection. The combined effect of opinions of officials, trustees, parents and teachers must have a deadening effect on supervision by Principals in this province, and is probably the most potent agent in

preventing the various factors from showing clearly their influences upon the number of supervisory activities performed. It is probable that the general lack of training in supervision indicated in table fourteen exerts a leveling of influence which prevents some factors showing their influence.

The factors which this study show to be most closely related to the number of supervisory activities performed by Principals are the size of the school, years of experience as Principal, population of the city, town or village, and the time provided for supervision. It is rather doubtful whether the possession of a degree in education can be considered with the above. However when it is remembered that this factor has an average above that for all Principals and a median above that for those of other factors in the qualification group, it appears that there is a strong possibility that it should be regarded as an influence on the number of supervisory activities a Principal will perform. The effect of recency of obtaining the highest academic and professional qualifications and length of service in the present situation is not clearly shown. There is some indication however that receiving the highest professional qualification between 1927 and 1931 has an influence and the grouping with other factors tends to show that length of service in the present position is at least a contributory factor.

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CHAPTER FIVE

SUPERVISORY ACTIVITIES OF PRINCIPALS
OF THE KINISTINO INSPECTORATE

The Kinistino inspectorate was selected for a study of the quality of supervision carried on. The study is based on the work of six Principals who completed the questionnaire. Four of them have university degrees and two others have three years of university work to their credit. The other has taken no university work. Two Principals are taking postgraduate work in education and one of these has credit for a class in supervision. Table XV gives information regarding the type of the schools.

TABLE XV

TYPES OF SCHOOLS IN THE KINISTINO INSPECTORATE

Type of school	Number of rooms	Number of pupils	Population of town
High	4	132	2000
High	2	58	480
Continuation	3	107	200
Continuation	3	87	100
Continuation	6	190	520
Public	4	96	480

N. B. One school which is discussed in more detail in chapter Six is not included in this study.

With one exception the towns are quite small, the schools are small and the number of pupils is not large. Only one school, situated in the largest town has modern conveniences. All the schools are well equipped so far as materials of instruction are concerned. The public school has recently installed a projector and a program of visual education is being worked out.

The supervisory activities of the Principals in the Kinistino inspectorate exhibit a close resemblance to the results for all Principals in number, kind and the influence of various factors. The average for this inspectorate is 37 as compared with 36.9 for all Principals. The average performance of activities that concern teachers chiefly is 24.01%, of those that concern pupils chiefly 52.63% and of those that concern the general condition of the whole school 40.74%. This corresponds with results shown in table two. Table XVI shows the influence of the various factors upon the supervisory activities in these schools.

TABLE XVI
INFLUENCE OF VARIOUS FACTORS
IN THE KINISTINO INSPECTORATE

	<u>School</u>				<u>School</u>		
	<u>One</u>	<u>Two</u>	<u>Three</u>		<u>four</u>	<u>five</u>	<u>six</u>
Number of activities	47	43	41		38	29	23
Factor				average			average
Experience as Principal	5	20	4	9.66	7	11	6.8
In present position	3	3	4	3.33	1	1	4.2
Population	480	550	480		200	2000	100
Size of school	2	6	4	4	3	4	3.33
Supervisory time	1	2	1	1.33	0	2	1.1

The average calculated in this table indicate that the various factors are more prominent in the schools where the largest number of activities are performed. This agrees with the finding in chapter Four.

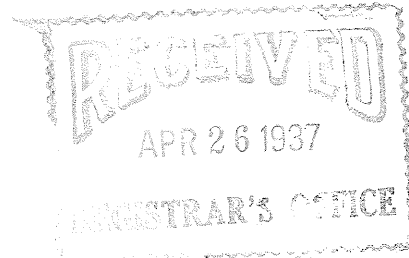
THE UNIVERSITY OF MANITOBA

OFFICE OF THE REGISTRAR

WINNIPEG, CANADA

23rd April, 1937.

Mr. H. G. Mingay,
Department of Education,
CITY.



Dear Sir:-

You are requested by the Committee on Post-Graduate Studies to bear a share in the examination of the thesis of T. M. Spencer on "The Supervisory Activities of School Principals in Rural Saskatchewan." I am sending you a copy under another cover by mail. The Committee consists of Dr. Woods, Professor R. C. Lodge, Mr. H. McIntosh and yourself. Please report to Dr. Woods as Chairman of the Committee.

Yours truly,

Registrar.

WJS/T.

The Principals were asked to explain how they carry out the activities which they reported and to describe a typical instance to illustrate each. In this way the writer thinks he was able to get a definite picture of how the Principals do their supervising. The following paragraphs present this material under the headings discussed in Chapter Two. The Principals will be referred to as A, B, C, D, E, and F in order that the work of each may be identified.

VISITATION

Principals A, B and C follow out a regular program of visitation. The others observe occasional lessons for the purpose of checking up on the work of the teachers. They have no schedule, plan or definite purpose except to get a general idea of what is going on in the classrooms. None of them make a plan of supervisory objectives for the term or the year.

Principal A announces his visits and requires a plan of the lesson to be handed to him before he enters the room. He makes a point of being in the room before the lesson begins and remains there until the lesson is completed. The lesson is judged to be excellent satisfactory or unsatisfactory on the basis of the following points which the Principal compiled himself:

1. Aim of lesson correctly determined.
2. Introduction clear and purposeful.
3. Suitability of subject matter.
4. Teacher's knowledge of subject.
5. Organization and source of material.
6. Questions (1) distribution.
(2) number.
(3) quality.
7. Treatment of pupils answers.
8. Clearness and originality in lesson development.

9. Pupil activity (1) contributions.
(2) co-operation.
10. References and Material available.
11. Use of blackboard.
12. Provision for effective drill and review.
13. The assignment.
14. Results (1) class management
(2) purpose of lesson accomplished
(3) wholesome attitudes aroused
15. The teacher
(1) Voice
(2) Poise
(3) Animation
(4) Socialization

Principal B makes unannounced visits. The excellence of the lesson is judged on the basis of (1) the definiteness of the aim of the lesson (2) the amount of pupil activity both mental and physical (3) whether the aim of the lesson is achieved. Notes are made after the Principal leaves the room. He tries to be in the room before the lesson begins and stays until it is finished.

Principal C makes unannounced visits twice a month to each teacher. He does not consult the teacher's timetable or make a particular effort to be in the room when the lesson begins. If the lesson is of a type he has observed recently he does not stay until it is completed. Notes are made both during the lesson and after the Principal has left the room.

5 All of the Principals make unobtrusive entrances to classrooms and none of them interrupt the lesson without the permission of the teacher. These are commendable features as is also the practice of Principals A and B in having definite criteria, mentioned above, with which to evaluate the lessons. Whether notes should be taken during the lesson depends on the reaction of the teachers and the Principal should be discreet

in this regard. In some cases the submission of a written lesson plan may be justified but it is to be questioned whether it is a necessary and desirable part of permanent supervisory procedure. A plan covering the supervision for a month or a longer period gives definiteness and continuity to the supervision and visits arranged to coincide with the teachers daily program avoids confusion. These innovations are to be recommended.

Conferences

Principal A holds individual and group conference, discusses general principles of teaching with his teachers and keeps a record of the comments made at the individual conferences. The pre-lesson conference centres around the lesson plan, its aim, method outlined and the thoroughness of the treatment. The post conference is held in the teacher's room after school on the day the lesson was taught. The conferences are kept as informal and impersonal as possible. Attention is given to the commendable features first and the weak points are analysed later. This Principal has had a class in supervision and its influence can be seen in his efforts to be of assistance to his teachers.

Principals B, C and D, hold individual post-lesson and group conferences. The Post-lesson conferences which are held in the teachers room or Principals office, follow sometimes immediately after the lesson and sometimes not until the next day. The points of weakness form the basis of discussion for the conference, as the Principals take it for granted that the teachers will know features of the lesson not commented upon are satisfactory.

Principals E and F do not hold individual conferences.

All of the Principals hold group conferences at least once a month. Principal B has one every week. School problems which are shared by all teachers are the main topics of discussion at these meetings. Principal B

has his group conferences on Monday, the others hold them on Friday. All of them are held after school. Principal B is dictatorial and dominates the meeting, Principal F has the teachers do most of the talking while the others attempt to guide the discussions into useful channels and to get as much teacher activity as possible.

Principals A, C, D, E, and F discuss general principles of teaching with teachers and Principals B, C, D, and E discuss special methods of teaching. Usually these discussions occur in the group meeting but they sometimes form part of the individual conference.

Principal A's procedure in connection with the post-lesson conference is commendable and might well be recommended to Principals E, and F. Holding the conference on the same day as the lesson is not objectionable but if it were postponed for a day or two the Principal would have more opportunity to prepare for it and the teacher would have time to recover from any emotional reaction which the presence of the Principal in her room may have caused. Principals B, C, and D show enterprise in attempting the post-lesson conference. It really matters little where it is held but the supervisor should always give praise where praise is due. Starting the conference with a few words of encouragement is conducive to a friendly atmosphere which is very necessary.

While the time for holding the group conference is a moot question, some arguments were suggested in Chapter Two which would indicate that Tuesday is a very satisfactory day for it. None of these Principals held their meetings on Tuesday. The conferences held by Principal B are in danger of becoming a burden on the teachers. The writer is acquainted with the situation in the school and it is apparent that the attitude of the Principal is undermining the morale of his teachers. The conferences held by Principal F are likely to drift away from the topic since he allows the teachers to carry the discussion. The practice

of the others in guiding the progress of the meeting and eliciting test¹ activity is to be recommended. From this beginning the meeting can be brought to a discussion of the larger problems of education as well as the immediate problems of the school. The practice of having a summary of the discussion at the end of the meeting has been found to be beneficial and might be recommended.²

Tests

In all schools except the high schools, group intelligence tests and standardized achievement tests have been given to all pupils. The intelligence test results have been tabulated and are used to check the condition of the school with regard to classification. They are also used in connection with the study of individual interests, aptitudes and characteristics. The teachers have listed the characteristics and aptitudes of pupils and these are considered together with I. Q.'s for the study of individual cases. One boy who wanted to be a truck driver was reported to be careless and dishonest. His I. Q. was 85. The possibility of a criminal career might be averted by advice and training given early enough. The results of the educational tests have also been tabulated and are used to judge the status of the school and to measure the progress of pupils from time to time. This concerted action has resulted from the work and insistence of the school inspector. The testing program has been carried out under his direction and the Principals express satisfaction with it.

In one high school no intelligence or educational tests are given. In the other the Principal has undertaken to give individual tests to

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1. E. P. Cubberly , op. cit. p.p. 318
 2. E. P. Cubberly , op. cit. p.p. 319

all pupils and has used the Binet tests. As it is almost impossible to secure satisfactory standardized tests for high school subjects in this province, the Principal has made tests of his own and expects to establish norms for his school by combining the results of classes in several different years.

Principal A suggests how to improve the marking of examination papers of the ordinary kind. He bases his suggestions on the practice of examination marking centres, and advises his teachers as follows:

(1) Consider the whole paper and decide what would be accepted as a complete answer for each question.

(2) Decide what marks would be given for answers of certain types that are not as good as the complete answer; eg. answers that show a general knowledge of material but fail to make a satisfactory application to the particular question.

(3) Allot marks to each part of the question.

(4) Read two or three papers carefully and deliberately to test the fairness of the allotment of marks. Select papers of a pupil who is considered good in the subject, one who is weak and one who is average.

(5) Make any change in the system of marking that appears to be justified in the light of the papers just marked.

Principal E makes suggestions regarding the construction of examination papers of the ordinary type. These suggestions are for the purpose of making the questions more definite and call for headings to be mentioned so that there may be no doubt as to the scope of the question. This Principal also makes suggestions regarding the marking of examinations of the ordinary type, and follows virtually the same procedure as Principal A. He also suggests how to construct infernal tests. His suggestions are based on the text "The New Examiner" written by Ballard. Principal E has instructed his teachers in the interpreting of test results. By taking the results of a test and calculating the average he has shown the teachers how the school may be compared with other schools and how the performance of individual pupils may be compared with the

average or norm for their grades.

Due to the influence of the school inspector, this inspectorate is in a favorable position with regard to testing programs. The high school Principal who has undertaken a testing program without being motivated by some person in authority, is to be commended although the use of the Binet tests for high school students is to be questioned. Since the mental age for a perfect score on this test is nineteen years, six months, the highest I. Q. obtainable by a person of chronological age sixteen is 122. There is therefore a tendency for the I. Q's of older pupils to be depressed by the use of this test.

Principals A and E do well to suggest how to improve ordinary examination papers. The essay type has some commendable features and by using it in an improved form the full advantage of them can be secured. Principal E does a worthwhile work in showing his teachers how to make informal tests and how to interpret test results. It might be recommended that extensive use of the five response multiple choice type be made. Other forms of the objective type questions work well in some cases and they are easier to construct than the multiple choice but experts agree that the latter is the better form both from the point of view of validity and of reliability.³ A more extensive survey is recommended in connection with the interpretation of test results. Since the mean may be seriously affected by a few extremely high or low scores it would be advisable to calculate the median and perhaps the quartile deviations as well.⁴ Comparing the scores of individual pupils with the age norms where these are available will give a more valid rating of the pupil than comparison with the average of the class. This was illustrated in the case

1. G. M. Ruch, The New Type Examination Chicago, Scott Foresman and Company, 1929, p.p. 284-296

4. E. J. Holzinger, Statistical Methods for Students in Ed Boston, Ginn and Co., 1928 p.p. 84

of a fifteen year old boy. His score on the Dominion Test in fundamentals of arithmetic was below the average of the class, but above the norm for children of his mental age. This knowledge convinced the teacher that the boy was doing as good work as his ability would warrant and her attitude toward him changed completely.

Individual Differences

The Principals of all except one of these schools reported that intelligence tests have been given so that they know their pupils in so far as general ability is concerned. The discovery of these differences has led to discussions of methods of instruction to meet them. This phase of the work has been stimulated by the school inspector. Since it is impossible for financial reasons to adopt an entirely new plan such as the Winnetka or the Dalton plans, a system of supervised study has been worked out. The following procedure has been used and is found by some teachers to be satisfactory: The topic of the lesson is discussed by the teacher and the class. The teacher guides the pupils' attention to points of interest and encourages them to raise questions themselves. In this way a number of questions, forming a skeleton outline of the topic, are prepared. Discussion is turned to the sources where answers to the questions might be found and the pupils consult text books, library and reference books to find the necessary information. The teacher, while this individual work is proceeding, is able to give assistance to those pupils who need it. Principal A provides an enriched curriculum for the superior pupils by giving out a list of additional references for them to look up. Principal B allows pupils who finish assignments ahead of the remainder of the class to make use of the library. Principal E allows such pupils to work on projects of their own.

The other Principals have them work at studies in which they need to do extra work. Principals A and B allow pupils to go to other rooms where they get instruction in subjects in which they are deficient. In both cases, however, this practice is restricted to pupils who have received conditional promotions.

The influence of the school inspector is again seen in the study of pupils' special interests which is general in this inspectorate. In the fall of 1936 the inspector requested school Principals to have their teachers fill out forms regarding the results of intelligence tests, characteristics of pupils and the professions or occupations which they wished to enter. When the inspector next calls at the school, he and the teacher discuss the individual pupils in the light of this information. Discussions centre around those characteristic which indicate the possibility of maladjustment and what has been or can be done to remedy the situation. Principal A when administering individual intelligence tests talks to pupils about their interest, ambitions, aims and reaction to school work. No follow up work is done here. Principal B requires pupils not doing satisfactory work to report to him. During such interviews he attempts to find out what interests the pupils have and often gives advice to them. Principal E whose school is small has intimate contact with his pupils and finds out a great deal by observation. He saves stamps and gives them to boys who are stamp collectors. He is interested in building things as a hobby and often has pupils come back to the school in the evening so that they can work together. He lends his carpenter tools and instruments for building science equipment to pupils and borrows theirs when he needs them. Principal B has a science club organized in his school.

The work in the inspectorate in regard to individual differences is rather standard in character. This is probably due to the fact that the Principals did not initiate the movement themselves and having no special qualification in this respect have found it necessary to follow very closely the instructions of the school inspector. The type of work that is being done is encouraging. Principals A, B and E show initiative in providing for additional work for superior pupils, Principals A and E have their own ways of stimulating individual interests. Apart from the administration and scoring of intelligence tests little of the work is scientific. It does represent a start and as time goes on the quality of the service given in this direction will no doubt improve and extend and Principals will put more and more of their own ideas into it.

Remedial teaching

Principals A, B, C and D report that they attempt to diagnose pupils' difficulties and remedy them. Diagnostic tests are not used although Principal C uses the results of standardized tests in the fundamentals of arithmetic to locate pupils difficulties. The method described by the Principals consists in either having the pupils work out a problem or describe orally just how he would do it. From an examination of the work or description the difficulty can often be discovered. The correct method of doing the problem is demonstrated, the pupil coached through an example and then drill questions given. When the difficulty results from poor mastery of work that has been covered Principal A sees that this work is gone over again with the pupil. The general practice is to wait until a difficulty manifests itself in the pupils inability to do his work and then seek the cause. Most of the remedial teaching is done in mathematics and science subject.

The Principals' activity in connection with diagnosis of pupil difficulties and remedial teaching marks a start in the right direction.

It appears to be spasmodic and unscientific. A definite teach, test and reteach program could well be considered. The use of suitable diagnostic tests can be recommended. Such tests have the skills broken into the smaller parts and there is repetition of identical procedures. The result is that the particular difficulty can be located and it can be ascertained whether the error is the result of a real difficulty or a slip.

Professional reading

Principals B, C, D and F have organized professional reading libraries in their schools. One new book a year is purchased by the board for Principal B's school. The other schools make use of whatever books the teachers can contribute themselves. Principal C has used professional books for the group meeting discussions but otherwise there is no systematic plan for reading.

Books are expensive but a nice library can be started by having each teacher contribute one which she owns. This is done by the Melfort Teachers Local. Thereafter if the teachers would buy a book a year among them and the board could be persuaded to purchase a book a year, the library would grow and the material would be kept up to date. Teachers should be encouraged to read three or four books a year, at least. A study group or discussions in the group meeting do a great deal to get extra value out of the books for the teachers. Different points of view are discovered and different interpretations expressed in discussions all of which widen and deepen the meaning and understanding of the author's words. A valuable experience usually results from a discussion of how the new ideas in the book can be applied to the particular school.

The bulletin board is a means of stimulating interest in professional reading and others mentioned in Chapter Two, are available.

Study habits

All of the Principals report that they investigate pupils' study habits and make suggestions for their improvement. No doubt the interest in this topic which has been stirred by papers and study at teachers' conventions during the past two years is partly responsible for the universality of this activity. Principals A and E have selected it for special study in their group meetings. The Principals have selected the most direct way of getting information about study habits of their pupils. They have asked pupils what they do when they study. Practically without exception the study has been found to consist of reading over parts of a text several times and in memorizing notes. Principals A, B and E have emphasized the importance of physical conditions--quiet, good light and materials of study at hand. All of them suggest arranging material under main headings and sub-headings. In addition to this Principal E recommends underlining in the text. This procedure is recommended by W. C. Readiger.⁷ Principals C, D, E, and F give assistance and suggestions to pupils when supervised study periods are being conducted.

All of these practices, attention to physical conditions, putting material under proper headings and assisting pupils at study are important and conditions would be improved if all Principals made use of all of them. In order to make real improvement in methods of study pupils need definite practice in particular study techniques, in the use of text books, and in reading. Exercises requiring summarizing, and outlining will be found to be helpful. Training in the use of the table of contents and the index of the text book will assist pupils to independence in

7. W. C. Readiger, Teaching Procedures. New York, Houghton Mifflin, Company, 1932, p.p. 399

study. Most pupils have just one way of reading, and find extensive of reference materials laborious. Training in quick reading or skimming to locate main headings and in intensive reading to discover the detail of an argument help to make study more pleasant and satisfying.

Experimentation

None of these five Principals have undertaken any carefully controlled experiments in their schools. The introduction of new methods and the use of new devices are experiments in a sense and are found in all the schools. Definite experimentation scientifically conducted however forms no part of the work of these Principals.

Demonstration teaching and intervisitation

Principal E arranges for teachers in his school to visit each other. The teachers take turns and once a week one of them will visit whichever one of the others she wishes. The visiting teacher plans her visit so that she will see a lesson which is of interest to her. There is no system of directed visitation and conferences are held. When properly conducted, demonstration teaching and intervisitation are valuable devices for helping teachers to improve in technique. The recommendations made in Chapter Two might well be followed.

A study of the activities reported by the Principals in the Kinshtine inspectorate shows that the average number is 17, the largest percentage of activities performed concern pupils chiefly and those activities which may be classified as technique are more often carried out than any others. These results compare with the findings for all Principals. The factors discussed in Chapter Five show their influence on the Principals performing the larger number of activities. Most attention is given by the Principals to the measurement of the outcome of instruction and to provision for meeting individual differences, and the work is fairly well done. Classroom visitation, improving pupils' study habits and

remedial teaching are included in the Principals' program and receive considerable attention. Principals A and B might be rated good for these procedures, the others are only fair. Conferences, particularly the individual conferences receive less attention while Professional reading, demonstration teaching, intervisitation and experimentation receive little attention. Considering the time at the disposal of these Principals it is rather surprising that they have been able to attempt as much supervision as they do. Except for the work in connection with intelligence tests little of the supervision is scientific although Principal A has made a commendable attempt to apply his knowledge of the subject.

SUPERVISION IN THE MELFORT PUBLIC SCHOOL

The Melfort Public School comprises ten departments, eight in one building and two in separate buildings. The large building has an auditorium on the third floor and spacious playrooms in the basement. It has modern conveniences including a steam heating plant and an installed ventilation system, and well equipped classrooms. The playgrounds are large and are equipped with standard play apparatus, swings, slides, giant stride testers, ladder, high and low bars, rings and football goals. The population of the town was two thousand and twenty five at the last census and the foreign element is very small. Most of the pupils are of Scottish and English ancestry. The enrolment of the school is three hundred and fifty eight as follows:

Grade I	54
Grade II	52
Grade III	52
Grade IV	42
Grade V	46
Grade VI	44
Grade VII	38
Grade VIII	30

In 1932, the Principal became interested in supervision and decided to institute a supervisory program for the school. The first step was taken at a staff meeting when the Principal brought up the subject for discussion. The teachers were informed that supervision was one of the Principal's duties and assured that the great purpose behind it was to give them as much help as possible. A plan for visitation with some announced and some unannounced visits was discussed and teachers were asked to invite the Principal to visit them whenever they felt that a visit would be profitable. The next step was to get information about the school as a whole. An age grade distribution record was prepared
1.
1. see appendix.

with a year and half spread for each grade: six to seven and a half for grade one, seven to eight and a half for grade two etc. When this was complete the amount of acceleration and retardation in the school could be seen. During the last three years this information has been made much more intelligible through the use of intelligence tests and standardized tests administered to all pupils throughout the school. With this information available, the Principal was in a position to undertake observation of classroom procedure.

VISITATION

Time presented the first obstacle to the program of visitation. The Principal was a full time teacher in charge of the senior grade and as it was not possible to have a relief teacher his class had to be left alone while he visited the other rooms. An honour system and the provision of work which the pupils could do without supervision solved the problems of discipline and absence of instruction for the Principal's class fairly satisfactorily. At any rate he was able to spend four and a half hours a week supervising instruction. A schedule was prepared with the assistance of the teacher's time tables so that each teacher could be visited twice a month and so that over the year, the Principal would observe lessons in all subjects in each room. Some of the visits were announced and some were not.

Care was taken that the Principal should enter the back of the room and remain as unobtrusive as possible. Care was also taken to leave the impression that the Principal had full confidence in the teacher and was in no way acting as a critic. If the Principal wished to ask a question or take the class the teacher's permission was asked. Notes were taken in the classroom to be used in a conference with the teacher later on.

At first the teachers were skeptical, but when they found that no harm was intended they came to regard visitation as a matter of course. Some of them invited the Principal to observe lessons which they thought were particularly good or which involved some point of difficulty.

The supervision proved to be a rich experience for the Principal but was of small benefit to the teachers because it was impossible to arrange the follow up conferences. There was no time during the school hours and to hold one or two conferences each day, after school, interfered with giving assistance to pupils who required it, with certain administrative duties and often with extracurricular activities, as the Principal supervised the boys athletics. The follow up conference is an all important phase of supervision and without it visitation is of negligible value to the teacher no matter how enjoyable it may be to the supervisor.

At the beginning of the second year, the subject of supervision was again discussed with the teachers. They were informed of the Principal's decision to discontinue regular visits and the reason for the decision was explained. At the same time they were urged to discuss their problems with the Principal and to ask him to visit their classrooms whenever they wished. That is the situation at present. The Principal visits classrooms on invitation and whenever particular problems appear, and makes a point of discussing his observations with the teachers later in the day.

Within the last few months the following problems have been dealt with:

1. Carrying in multiplication.
2. Seeming inability to learn to read.
3. Failure to apply well known Arithmetic facts to simple problems.
4. Poor progress by a pupil with average ability (i.e. 93).

When a difficulty is brought to the Principal's attention he regards it as a joint problem for the teacher and himself to work out together. The result is that the teacher feels that she has shared in the solution and is more willing to make her difficulties known on future occasions.

CONFERENCES

Under the present system few conferences are held with individual teachers. When a conference does follow a classroom visitation the Principal attempts to follow the rules of good technique by dropping into the teacher's room after school has been dismissed. The classroom procedure which was observed is brought up casually and that gives the Principal the opportunity to commend the good points and later to make suggestions. The discussion is kept impersonal and both commendations and suggestions are made in terms of educational theory. It is very difficult for some teachers to be impersonal about a lesson they have taught and the course of the conference is fraught with many dangers. The writer's experience is that the more progressive teachers soon learn that the purpose of the conference is assistance for the teacher and that makes it much more easy and pleasant.

Group meetings are held regularly in this school. Once a month on a Tuesday afternoon, the pupils are dismissed at half past three. The meeting is called for a quarter to four and is adjourned at five O'clock. Programs for these meetings vary in character. One year a book was selected for study and at each meeting one of the teacher would lead a discussion of a chapter which had been read by all. Another year the teaching of one subject through all the grades was studied. A standard method was selected in many cases and resulted in much good because pupils in passing from one grade to another are not asked to unlearn one method and learn another. (eg., it was agreed to use the statement

for area of a rectangle $4X5$ sq. ft. equals 20 sq. ft. in all grades. Previously some teachers used this statement and some $4X5X1$ sq. ft.) Last year one of the teachers who had taken summer classes in voice culture led several discussions in enunciation and modulation of the voice. This year the problem being studied is the application of Philosophy of Education to the every day classroom lesson. The text, Administration and Technique of Teaching, by Garrison and Garrison, is being used as a guide.

An important feature of these meetings is that the group selects its project and the teachers all participate in the discussion. Many of the meetings conclude with a social half hour and animated discussions often take place over a cup of coffee.

MEASUREMENT OF THE OUTCOME OF INSTRUCTION

This phase of supervision receives particular attention. In addition to the usual monthly tests a long period testing program is in operation. At the beginning of the term, at Christmas and at Easter a battery of standardized tests is given. The Dominion Standardized Tests in Fundamentals in Arithmetic, Arithmetic Reasoning, Language and Paragraph Reading, the Buckingham revision of the Ayres Spelling List and the Ayres Writing Scale are used. The results of the September tests in each grade are prepared in the form of histograms and at Christmas and Easter the additional results are placed on the same graph paper so that a glance will show the distribution of the class and the amount of progress that has been made from one time of testing to another. In addition to this the scores of individual pupils are recorded and reported to the parents. The results of the tests are freely discussed with the pupils and the desirability of competing with the records of previous classes and with their own previous scores is urged on the pupils. The pupils show a keen delight in beating the mark made by the last year's

class.

This program has many advantages. It shows the teacher at the first of the year just what her new class can do. The individuals who will need special attention are easily and quickly discovered thus saving much time and perhaps pain for both teacher and pupil. The norms make it possible to tell whether the class and its individuals are above or below average. If the results are low in September, the teacher will know that she will have to stress that subject. She will also know that she will not be held responsible for the deficiency but that she will receive credit for any improvement she is able to make. It keeps the pupils' accomplishments before them in tangible form and acts as a spur to greater effort. It also acts as a check on teaching methods. A year ago, the Grade Two class was found to be weak in spelling. The year before, the Grade One teacher had carried out an experiment in reading without attempting to teach formal phonics. A test in phonics found the Grade Two class very weak. This situation gave rise to two decisions: (1) That the Grade Two class should concentrate on phonics and take no second grade spelling until Christmas time (2) That the Grade One classes should receive much more attention in phonics. Whatever one's attitude to the teaching of phonics may be, the decisions in this case seem to have been justified. The Grade Two class made great improvement in spelling by Christmas time and was up to standard in June. The next Grade Two class (which had formal instruction in phonics in Grade One) was quite up to standard when tested the following September. The point of interest here is that the testing program discovered the deficiency practically on the first day of school and it was possible to apply remedial measures immediately.

This program has been in effect for three years. When it has operated for five years, it is the intention to establish September,

Christmas and Easter norms based on the five year scores of classes in this school. Samples of charts and report forms are shown in the appendix.²

GUIDANCE IN REMEDIAL TEACHING

When a difficulty is discovered in a pupil's work an effort is made to discover its cause. Standard diagnostic tests are not used but the Principal has suggested to the teachers that the difficulty can often be located and if not, a valuable lead to it can be gained by: (1) a close examination of the pupil's work (2) having a pupil think an arithmetic problem aloud (3) questioning the pupil. Most remedial work is of drill type and the Principal has suggested the proper method of conducting the drill type lesson³ emphasizing the great importance of motivation, ingenuity in planning and patience with results. A card has been prepared for each pupil showing personal history, intelligence quotient, test results, time spent in each grade and some information regarding the health of the pupil. This information is valuable when remedial work is being prepared for individuals. Most of the remedial teaching is done after school has been dismissed.

PROFESSIONAL READING

This topic was referred to in the section on group meetings. In addition to stimulating professional reading through these meetings, the Principal makes use of the bulletin board. From time to time the titles and publishers of new books are posted on the board and references made to professional magazine articles. Sometimes a short article is

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2. See appendix for these forms.
 3. See appendix.

taken from the magazine and placed on the bulletin board. When discussing difficulties or educational matters with teachers the Principal is oftensable to refer to a book which deals fully with the topic under discussion. A professional reading library has been growing for five years. At the beginning each teacher contributed one book. Since then a book a year has been purchased and the Principal has placed in the Library text books which he used for classes in Education. The library has been a worth while innovation. Some teachers read the books in tote and others are often seen leafing over the pages of a book looking for information about some phase of their work.

RESEARCH AND EXPERIMENTATION

Little scientific work has been done in connection with research and experimentation in this school. Teachers are encouraged to try new devices and methods and several of these are being used at the present time. They result from a desire to find newer and better ways of presenting school work rather than from a particular difficulty or specific need located through a testing program and the degree of success or failure is a matter of the teacher's judgment. The Principal by means of questionnaires keeps informed as to what new devices and methods are being used and discusses them with the teachers and makes suggestions when possible.⁵ The Principal feels that it is not for him to dictate to teachers regarding the methods they shall use and there is much freedom in the school in this respect. Nevertheless if any serious departure from the ordinary course is contemplated the teachers discuss their plans with the Principal before going ahead.

The testing program used in this school is continuous. Three times a year the pupils' progress is measured with the "Dominion" standar-

4. see appendix for sample of these

5. see appendix for sample of questionnaire

dized tests for which alternative forms are available. Weaknesses are revealed by the results, teaching is adjusted to meet the needs and the next administration of the test shows to what extent the efforts have been successful. The point is well illustrated by the spelling problem in Grade Two, referred to above. The same testing program last year indicated a weakness in arithmetic reasoning in the upper grades. A group discussion resulted in two decisions (1) that pupils' problem solving ability was declining because of the great emphasis attached to mechanics by the curriculum. (2) that determined efforts should be made to improve problem solving ability. The Principal made suggestions regarding the conduct of a problem solving type lesson.⁶ From time to time progress and points of difficulty were discussed. The next administration of the test showed that encouraging progress had been made and efforts were redoubled. By the end of the term most of the classes were up to the standard set by the Dominion test.

One experiment was carried out during the last year. The value of counting forward and backward (by numbers two to ten and starting at any point between 0 and ten) as a substitute for formal instruction in arithmetic facts of addition and subtraction was being strongly represented to the teachers. The matter was discussed and an experiment outlined. The Seventh and Eighth grade classes were selected for the experiment for three reasons: first, the level and range of intelligence in the two grades were almost identical, second, the class averages in addition and subtraction bore almost the same relation to the norms for the grades and third, the same teacher taught mathematics in each grade. Each class was given a standardized test in addition and subtraction (monroe) and

6. see appendix.

a test in counting forward and backward. For one month the Grade Seven class had drill in formal addition and subtraction ranging from the one hundred facts to rather difficult examples in each operation. The Grade Eight class during this time was drilled in counting. All possible combinations of numbers were used and the drill was sometimes oral, sometimes written and sometimes it took the form of a competition between rows.

At the end of the month the same standardized tests were given again. Grade Eight showed a loss in addition and subtraction while Grade Seven showed a gain. A correlation of the scores on the counting test with the scores in the standardized tests resulted in coefficients that are low in each grade. (.41 for addition and .21 for subtraction).

DEMONSTRATION TEACHING AND INTERVISITATION

It was rather difficult to introduce intervisitation in this school. Teachers were eager to watch others in action but reluctant to teach before a visiting teacher. It was impossible to arrange for a substitute to take charge of the visiting teacher's class for financial reasons. At first exchange of visits between teachers who were particularly friendly was arranged. The visiting teacher chose the lesson she wished to see and the teacher who was to do the demonstration told her when that lesson would be taught. The results were satisfactory and the next step was to arrange an exchange of visits between teachers of the same grade.

At a group meeting one of the teachers described a difficulty she was experiencing. Another teacher said that she had had the same trouble and explained how she had overcome it. The Principal suggested that a demonstration be arranged so that the technique could be observed. The suggestion was accepted and the teacher who had the difficulty derived benefit therefrom. In every case of intervisitation care has been taken

that the lesson observed should be part of the usual routine so that artificiality would be avoided. Demonstration lessons have been taught in music, music appreciation, art, history and choral reading have been taught.

The Principal has told the teachers of his willingness to teach for them to demonstrate type lessons or to show how certain material may be presented. These lessons are taught at the invitation of the teacher. Before the lesson, the Principal tells the teacher what he is going to do and why. After the lesson he discusses any points which have interested the teacher and which relate to the fundamentals of the lesson. During the past year three lessons have been taught in this way.

Conditions during the last few years have not been conducive to any plans that would incur added expense for the school board and as it is awkward to have classes left alone, demonstration teaching and inter-visitation have not been undertaken extensively.

IMPROVING PUPIL STUDY HABITS

Definite efforts have been made to improve the study habits of pupils in this school. The Principal has discussed the problem at group meetings and made suggestions for the development of good study habits. Such habits of course must be learned through practice and so a method of teaching which would give an opportunity for pupils to use new procedures had to be found. The Morrison Science Type and the Problem Solving Type outlined in Garrison and Garrison do give the pupil ample opportunity to study by himself and to discover improved methods. These have been discussed and have been used to some extent. The Problem Solving Type is easier to manage and can be used for any problem. For these reasons it is used more extensively than the Morrison Plan at present. The following suggestions have been made for the improvement of study habits:

7. Garrison and Garrison op. cit. p.p. 118

Rules for Effective Study

1. Feel intensely the desire to master your studies and resolve that you will master them. Build up definite ambition; appreciate your duties and responsibilities; recognize the consequences of poor work.
2. Carry your resolutions into practice. The following methods will help:
 - (1) Think frankly of the larger consequences of success or failure in the task before you.
 - (2) Make your task definite and keep this one job clearly before you:
 - (3) Begin work: Get set for study. Go through the motions.
 - (4) Concentrate on the subject. Check every tendency to daydream.
 - (5) Guard against mind-wandering and pull yourself back sharply on every occasion.
3. Develop interest in your subjects of study. To do this,
 - (1) Acquire information about the subject.
 - (2) Tie the new information to old matters of interest.
 - (3) Make the new material personal. Relate it to matter of concern to you.
 - (4) Use the new knowledge.
4. Avoid all distractions that interfere with your studying. noise, glare of lights, uncomfortable feelings, strains, too great relaxation, and so on.
5. Arrange a fixed daily program of study. Plan your work. Cultivate systematic habits as regards the time and the place for your study.
6. Develop effective methods of reading.
 - (1) Think about the topic of study before beginning to read. Prepare your mind. Review your notes from the day before.
 - (2) Obtain a preliminary impression of a book or reading by referring to the preface, table of contents, etc.
 - (3) Read rapidly through your assignment first, to get a bird's eye view of the whole.

To learn to read rapidly:

 - 1 Keep forcing yourself to speed up by continual effort.
 - 2 Read phrases and sentences, not words.
 - 3 Skip wisely; read only parts of sentences and paragraphs.
 - (4) Read your assignment a second time more slowly, thoroughly, and thoughtfully. Some specific rules are:
 - 1 Keep the purpose and plan of the reading in mind as you read.
 - 2 Stop at the end of each paragraph and think about the point. Look at the ideas from all sides. Be sure you have a clear understanding of the thought.
 - 3 Read important and difficult points slowly. Read the familiar and unimportant points rapidly.
 - 4 Think critically while you read. Draw your own conclusion. Go beyond the book.
 - (5) Make note of the important points in your reading. Mark your book to take notes. Summarize the principal thoughts and jot them down. Use your notes in review each day.
 - (6) Make a mental or written outline of the whole reading. Think over this organized outline of the topic before leaving the book or reading.
 - (7) Be certain your knowledge is clear and "thought through".

Avoid vague and muddy thinking. Get a few fundamental ideas clearly, whatever else you get or fail to get.

7. Develop Effective methods of classroom work.

- (1) Ascertain the teaching method in each of your classes and guide your classroom activities accordingly.
- (2) Think about the subject-matter for the day, before class. Prepare your mind. Review the work of the preceding day.
- (3) During the class period, think all around the points raised in the lecture or discussion. Go beyond that which is presented.
- (4) Concentrate on the general topic of discussion. Check every tendency toward mind-wandering or daydreaming.
- (5) Take notes on the important points. But remember that the first thing is to understand the ideas; getting them down on paper is secondary.
 - 1 Where the class period is devoted to questions and discussions, take relatively few notes and fit these into your reading notes.
 - 2 Where the lecture method is used, get a skeleton outline of the lecture or a set of notes covering the main points. Rewrite and organize your notes while the subject-matter is still fresh in your mind.
- (6) Use your notes after class each day. Think over points which are not clear and seek further light from books and from your instructor.

8. Improve your ability to remember by adopting better methods of learning Specifically:

- (1) Get the meaning of the idea to be remembered.
- (2) Go over the material to be remembered again and again.
- (3) Keep actively attentive; avoid mechanical repetitions.
- (4) Learn with the intention of recalling.
- (5) Stop frequently during your studying and make yourself recall the things you are learning.
- (6) Have confidence in your ability to remember.
- (7) When facts have no logical connection, form some arbitrary associations to help remember them.

9. In reviewing for examinations---

- (1) Review the main points; get a skeleton view of the subject; avoid memorizing scattered details.
- (2) Do your reviewing early. Avoid high pressure cramming at the last minute.

10. In taking examinations---

- (1) Be cool and self-confident. Reassure yourself. Trust your memory.
- (2) Read over the whole set of examination questions and think about each one long enough to understand it.
- (3) Read each question very carefully before beginning to answer it.
- (4) Make mental or written outlines of your answers.
- (5) Go over your answers if you have time and make necessary changes.

11. Study actively. Use your knowledge by thinking, talking, and writing about the things you are learning. Apply your knowledge as much as possible and as soon as possible.

TEACHER RATING.

Knowing the limitations of rating scales, the Principal has not

taken up the idea of teacher rating very seriously. He has been more intent upon results than on personal characteristics of the members of the staff. The teachers on the staff are all experienced and have taken some refresher and special courses at summer schools.

Twice a year a written report is required by the School Board. Up to last year the reports commented on such points as methods, results, cooperation, voice, attitude of class to teacher, discipline, strong and weak subjects and any prominent features whether good or bad. The personnel of the staff has remained unchanged for years and these reports tended to become repetitious. For this reason and because the Principal wanted the experience of using a rating scale, the last report was made in the form of a rating scale. The results served the purpose reasonably well and the same scale will be used again this year.

A form of teacher rating is possible when the Principal does not visit the classrooms for the purpose of rating teachers. This is self-rating and has been in operation in this school for two years. The Principal has supplied each teacher with a self-rating chart and suggested that it be used three or four times a year. Occasionally he inquires whether the scale has been used recently and has offered to discuss any points with the teachers. The act of analyzing oneself occasionally is of great value if honestly done. Several of the teachers have expressed satisfaction with the plan.

8. see appendix

9. see appendix

CHAPTER SEVEN

CONCLUSIONS AND RECOMMENDATIONS

It is apparent that supervision in this province is in the experimental stage. While The School Act makes no definite provision whatever for the supervision of instruction, the duties of the Principal are so worded that this phase of education appears to lie outside his sphere of influence. Requests for supervision have reached the Department of Education from public sources and from the Trustees' Association in particular but they require this service from the school inspectors rather than from the school Principals. In some cases, trustees are hostile to the practice of having the Principals supervise the work of his teachers.

These facts make it clear that while interest in supervision is developing, its full value has not been recognized. The same facts make it clear that there is a great disparity between the opinions of officials and trustees in this province and those of educationists regarding the part which the Principal should play in the supervision of instruction.

In some cases the Principal has been given the authority and provided with time for supervision. The outstanding example of this is found in the city of Prince Albert where a Principal's substitute has been employed so that each Principal is free one day a week for classroom visitation. The plan was put into operation only recently so that it is impossible at the present time to judge of its success.

The Kindersly-Glidden experiment is a most suggestive example of what may be achieved in rural areas. The supervisor here had charge of thirty-six schools and was able to see each teacher often enough to follow out a definite supervisory plan. According to her statement results show (1) that pupils, parents, trustees, teachers and the supervisor can work together harmoniously and efficiently, (2) that under supervision

pupils can be given improved opportunities and achieve higher standards of work. The teacher of a rural school with a heavy teaching load and often little experience has a particular need for supervision and the adoption of some system of rural supervision can do much to raise the status of rural schools in this province.

An analysis of the checklists shows that the average number of activities performed by all Principals is 36.9. Only thirty activities, however, are performed by fifty and more percent of the Principals. Sixteen of these concern pupils chiefly, seven concern general conditions in the school and seven the teacher. When these numbers are expressed as percentages of the number of activities in each group the order remains the same.

Considering the activities under the heading Technique, Improvement of teachers in service, Classification and promotion of pupils, Curriculum, Supplies and General school conditions, the whole gives an additional view of the nature of the supervision done in the province. Table three showed that fifty and more percent of the Principals performed 66 $\frac{2}{3}$ % of the items concerning curriculum, 60% of those concerning general school conditions, 40.54% of those concerning technique, 20.83% of those concerning classification and 10.53% of those concerning the improvement of teachers in service. It is thought that the small number of items in the first two classifications causes the percentages to give a wrong impression of the importance placed on them by Principals. Looking at the thirty activities performed by fifty and more percent of the Principals it is found that sixteen are classified Technique, six general school conditions, five classification, two supplies and two improvement of teachers in service. This forces the conclusion that Principals are most interested in activities of technique and least

interested in activities for the improvement of teachers. It is true that no sharp line of demarcation can be drawn between these two classifications but a more healthy condition of supervision would be indicated if Principals gave much more time to the latter.

Considering the activities from the point of view of the requirements they demand from Principals, it was found that the discussion and suggestion type of activity is favored. Half of the activities performed by fifty and more percent of the Principals are of this type. Activities requiring the presence of the Principal in the classroom as an expert, scientific interest and leisure time and leadership increase in the groups performed by smaller percentages of Principals.

Activities that are favored by Principals are those which concern pupils chiefly, those which relate to technique and those which require suggestion and discussion. It is suggested that lack of training and limited time for supervision are largely responsible for this situation and that Principals should be recommended to give more attention to activities concerning the improvement of teachers in service and those which are more difficult to carry out.

The evidence with regard to the influence of qualifications on the number of supervisory activities performed was not very conclusive. The averages for graduates from various educational institutions are so close that the differences seem to be negligible. When the median for Principals having degrees in Education and the distribution in this group is compared with the others, however, there appears to be a strong possibility that the possession of such a degree is a positive factor. The factors, recency of receiving the highest academic and professional degrees do not show themselves clearly. They are so confused with the experience factor that from the data gathered here no conclusion can be drawn. Length of experience as Principal is clearly shown to be related

to the number of activities performed, and it would appear that, the longer a Principal teaches the more he feels the need for supervision in his school and the more he tries to do in this direction. Length of service in the present position when considered by itself is an obscure factor. When it is considered in relation to population however it shows itself as a positive factor and it seems reasonable to regard it as such. The population of the town, city or village, the size of the school and the time given for supervision are shown to be positive factors. Places with populations of two thousand and more, schools with four to eight rooms and three hours and more per week given to supervision are the most favorable conditions. Further analysis showed that there is a relationship between certain factors such as population and the time given for supervision. It is suggested that certain combinations of factors provide the most favorable conditions for supervision. The most favorable combination is indicated to be a degree in Education, ten or more years experience as Principal, six or more years in the present position, population of two thousand or more, four to eight rooms in the school and three or more hours supervision per week.

The failure of some factors to show their influence may be attributed to the general lack of special qualifications on the part of the Principals, to the attitude of the Department of Education and trustees in not recognizing supervision as a part of the Principal's duties. Indifference is bound to have a deadening effect on the Principals' supervisory activities and will exert a leveling influence that will prevent factors from showing their full effects.

So far as the number and kind of supervisory activities and the factors influencing them is concerned, the Manitoba inspectorate appears to be a miniature of the whole province. The average of 37 activities

for Principals in this inspectorate is practically the same as the average 36.9 for all Principals. The predominant interest in activities that concern pupils chiefly, and those that are connected with technique agrees with the finding for all Principals in chapter three. The number of years experience as Principal, number of years in present position, size of school and time given to supervision are higher on the average for those Principals who perform the larger number of activities. The influence of population is not so clear because the presence of the largest town in the lower group affects the average. A consideration of the material presented in Chapter Five shows that the influence of the school inspector is an important factor in supervision throughout the inspectorate. His activity concerning the administration of standardized tests, intelligence tests and the study of character traits of individual pupils illustrates this point.

The measurement of the outcome of instruction, and individual differences receive more attention from the Principals of the Kinnikinnick inspectorate than other supervisory procedures, and over the whole inspectorate are carried out more scientifically than the others. This is due to the directions given by the school inspector. Classroom visitation, pupils' study habits and remedial teaching are carried out fairly generally. Two of the Principals attempt to place visitation on a scientific basis. Individual conferences with teachers receives less attention although here again two Principals make real attempts to be helpful. Professional reading, demonstration teaching and intervisitation of teachers are almost wholly neglected. The discussion in Chapter Five shows that while in some respects the supervision is commendable, many changes will have to be made to bring the whole inspectorate into line with good supervisory procedure.

The supervision in the Melfort Public School is an example of a program built up over a period of years. The Principal has tried to adapt the essentials of good supervisory procedure to the conditions of his school. While none of the more important phases have been totally neglected the measurement of the outcome of instruction and attention to individual differences receive a major portion of the Principal's time and are probably better done than other parts of the program. It is the writer's opinion that in not carrying out a regular program of classroom visitation with the concomitant individual conferences this Principal is overlooking a valuable opportunity to help his teachers to improve the quality of their instruction.

The following recommendations are warranted by the facts presented in this study:

- (1) A special course of training should be planned for Principals in which supervision would receive careful attention.

The first year or certificate course in Education is outlined on page 159 of the Calendar of the University of Saskatchewan 1936-37, and includes:

- (a) Philosophy of Education.
- (b) History of Education
- (c) Educational Psychology.
- (d) Psychology of School Subjects
- (e) School Administration and Statistics
- (f) The Technique of Teaching
- (g) Observation and Practice.

No training in supervision is provided for by this course.

The requirements for the degree Bachelor of Education shown on page 160 of the calendar include in addition to (a) (c) and (d) above:

Psychology of Exceptional Children, Principles and practice of School Supervision and a thesis or elective. It would appear that Principals to be prepared for work in supervision should take the degree course.

(2) The School Principal should be given full responsibility for supervision as his most important duty. This point is emphasized by authorities quoted in Chapter Two.

(3) The Principal should be freed from teaching duties for a part of each day so that he can supervise the instruction in his school.

(4) The Principal should give special attention to activities related to the improvement of teachers in service.

(5) Some more adequate provision for supervision of one room rural schools should be undertaken.

APPENDIX

SUMMARY OF QUESTIONNAIRE

SECTION, NUMBER, TYPE AND STATEMENT OF THE ACTIVITY

A Activities concerning the teacher chiefly

DO YOU		% Principals checking items "yes"
1. Discuss general principles of teaching with teachers	A	78.44
2. Discuss special methods of teaching with teachers	A	69.82
3. Analyse school subjects into definite activities for teachers and pupils	A	23.27
4. Discuss these activities with teachers	A	31.03
5. Suggest how to organize subject matter around large problems, each of which is a significant unit	A	25.86
6. Suggest how to adapt methods of teaching to the individual differences of pupils	A	69.82
7. Make a definite plan for studying a specific problem of teaching through all grades	A	22.41
8. Keep teachers informed about the plan	A	20.68
9. Decide upon changes in methods of instruction that ought to be made in your school	A	47.41
10. Ask teachers to check their work and report on the degree of their conformity to these changes	A	33.62
11. Use during classroom visits a chart or diagram as an objective means of checking activities of pupils and teachers	A	9.48
12. Use during classroom visits a check list to assist in judging the excellence of the lesson being observed	A	12.07
13. Make notes of what is observed during classroom visits	A	10.17
14. Make notes of what is observed after leaving the room	A	29.31
15. Give the teacher a copy or summary of your notes	A	23.27
16. Suggest how to improve examination questions of the ordinary type.	A	55.17
17. Suggest how to improve marking of examination papers of the ordinary type.	A	48.27
18. Suggest how to prepare informal objective tests	A	38.79
19. Hold conferences with individual teachers and point out strong and weak features in their teaching	B	44.82
20. Hold group conferences with teachers who have the same type of difficulty or teaching problem	B	37.92
21. Keep a record of comments and suggestions made during conferences with teachers	B	28.44
22. Prepare for teachers outlines of topics from educational literature to be discussed at meetings	B	14.65
23. Conduct a course in professional reading or study	B	12.93
24. Call for reports at teacher's meetings of experiments or investigations going on in the school	B	26.32
25. Send a teacher who is weak in teaching technique to visit a teacher who is strong in teaching technique	B	9.48

		% Principals checking items "yes"
26. Ask superior teachers to report at teacher's meetings excellent features they have observed in other schools	B	12.93
27. Arrange for exchange of visits among teachers of different grades	B	13.79
28. Arrange for demonstration lessons to be taught by superior teachers	B	7.75
29. Teach demonstration lessons to illustrate specific teaching problems	B	13.79
30. Instruct teachers concerning the methods of giving scoring and interpreting standard tests	B	33.62
31. Inform teachers just what requirements enter into the estimation of the value of their work and how that estimation will be recorded	B	24.14
32. Appoint committees of teachers to attack problems in which they are interested	B	13.79
33. Show teachers how to organize routine work so as to save their nervous energy for actual classroom teaching	B	30.17
34. Encourage teachers to support and attend professional organizations	B	79.57
35. Recommend to teachers the most profitable courses in professional training institutions	B	67.24
36. Draw up a plan for classroom visitation, conferences teacher's meetings, and professional reading to represent the particular lines of improvement to be attempted during the year	B	14.65
37. Prepare bulletins to meet the needs of the teachers as these needs arise in the school	B	12.07
38. Give instruction for improving methods of estimating the work of pupils	F	27.58
39. Give instructions concerning the making of daily program schedules	A	22.41
40. Arrange for exchange of work for teachers who are unable to teach special subjects (music, art etc)	F	64.65

B Activities concerning the pupils chiefly

DO YOU

41. Suggest how to stimulate and guide pupils in planning performing and evaluating their projects	F	62.86
42. Study pupils' special interests	A	74.13
43. Suggest how to make use of special interests	A	72.41
44. Study attitudes and appreciations and ideals of pupils in your school	A	70.68
45. Suggest how to improve these and develop these ideals attitudes and appreciations	A	62.92
46. Suggest how to develop the pupils' skill in judging moral situations as they arise and in making appropriate responses	A	60.34
47. Investigate the study habits of pupils in your school	A	73.27

% Principals
checking
items "yes"

48. Suggest how to improve these study habits	A	78.44
49. Give standardized tests to determine pupils' progress	A	79.57
50. Diagnose the types of errors made by pupils in one or more subjects	A	62.06
51. Prescribe remedial measures for pupils who need special help	A	68.96
52. Suggest one or more objective schemes for pupils to use in recording the progress they are making, make permanent records for individual pupils as follows:	A	39.91
53. Mental Age	C	31.89
54. Intelligence Quotient	C	31.89
55. Educational Age	C	19.83
56. Accomplishment Quotient	C	14.65
57. Make tables or graphs of the results of intelligence tests	C	21.55
58. Make tables or graphs of the results of educational tests	C	25.86
59. Make a classification sheet to show to what grades pupils should belong according to the information collected	C	12.93
60. Make special promotions or demotions in order to classify pupils according to information collected as far as conditions warrant such action	C	22.41
61. Make arrangements for a physical examination for pupils at least once a year	C	18.10
62. Keep a cumulative record system of facts obtained about pupils	C	52.18
63. Make a plan for gathering and recording information concerning the home and social environment of pupils	C	16.38
64. Organize an opportunity (ungraded) room for pupils	C	6.98
65. Make a plan whereby pupils with superior ability may have an enriched curriculum	C	27.58
66. Study the causes of pupils' absence from school	C	69.82
67. Suggest how to improve attendance of pupils	C	59.48
68. Require pupils who do unsatisfactory work to report to you at definite intervals	C	45.68
69. Make a plan whereby pupils pass to some other grade to receive instruction in subjects in which they are either ahead or behind their own classes	C	41.37
70. Suggest how to organize and carry on extracurricular activities	D	56.03
71. Prepare a list of library books desirable and available for collateral reading by pupils	E	48.27
72. Make a list of library books for appreciative reading that are preferred by pupils of different grades	E	33.62
73. Study methods of questioning pupils orally	A	49.13
74. Suggest how to improve methods of questioning	A	46.55
75. Suggest how to conduct various types of lessons	A	42.24
76. Study methods of making assignments to pupils	A	58.62
77. Suggest how to improve methods of assigning work	A	47.41
78. Suggest how to improve lesson plans	A	29.31

C Activities concerning the school mainly

DO YOU		% Principals checking items "yes"
79. Make a study of the results of educational tests for the purpose of ascertaining the status of the school	F	53.04
80. Organize one or more carefully controlled experiments in methods of teaching and record the results	A	20.68
81. Organize a professional reading library for the school	B	13.79
82. Make an age grade distribution sheet to show the condition of the school with respect to acceleration and retardation of the pupils	C	12.93
83. Make a table to show in which grades pupils seem to have greatest difficulty or grades in which the largest number of failures occur	C	23.27
84. Give group intelligence tests for the purpose of classifying pupils	C	35.34
85. Give standardized tests for the purpose of classifying pupils	C	56.89
86. Score and tabulate results of intelligence tests	C	35.34
87. Score and tabulate results of standardized tests	C	58.62
88. Give instructions regarding the parts of the curriculum which should be emphasized	D	52.18
89. Give instructions regarding the kind and amount of work to be considered minimum essentials in your school	D	37.06
90. Conduct a campaign of enlightenment to make parents familiar with the curriculum and the work of the school	C	31.89
91. Suggest how to improve the appearance of the school rooms	F	68.14
92. Suggest how to improve discipline	F	74.99
93. Make a statement of the rules, regulations, and policies to be enforced in your school	F	59.48
94. Give talks at public meetings, concerning the work of the school	F	41.37
95. Organize a parent-teacher association	F	11.21
96. Assist in making the programs for this association	F	10.34

Letters after the statement of the activity in the above refer to the following types of activities:

- A. technique
- B. improvement of teachers in service
- C. classification
- D. curriculum
- E. Supplies
- F. General conditions of school

CHECK LIST

HOW TO USE THE CHECK LIST

- 1 LOOK OVER ALL THE ITEMS BEFORE CHECKING ANY OF THEM.
- 2 CHECK "YES" IF YOU ORDINARILY PERFORM THE ACTIVITY.
- 3 CHECK "NO" IF YOU DO NOT ORDINARILY PERFORM THE ACTIVITY.

A Activities concerning the teacher chiefly

DO YOU:

- | | | |
|--|-----|----|
| 1 Discuss general principles of teaching with teachers | YES | NO |
| 2 Discuss special methods of teaching with teachers | YES | NO |
| 3 (a) Analyse school subjects into definite activities for teachers and pupils | YES | NO |
| (b) Discuss these activities with teachers | YES | NO |
| 4 Suggest how to organize subject matter around large problems, each of which is a significant unit | YES | NO |
| 5 Suggest how to adapt methods of teaching to the individual differences of pupils | YES | NO |
| 6 (a) Make a definite plan for studying a specific problem of teaching through all grades | YES | NO |
| (b) Keep teachers informed about the plan | YES | NO |
| 7 Decide upon changes in methods of instruction that ought to be made in your school | YES | NO |
| (b) Ask teachers to check their work and report on the degree of their conformity to these changes | YES | NO |
| 8 Use during classroom visits a chart or diagram as an objective means of checking activities of pupils and teachers | YES | NO |
| 9 Use during classroom visits a check list to assist in judging the excellence of the lesson being observed | YES | NO |
| 10 Make notes of what is observed during classroom visits | YES | NO |
| 11 Make notes of what is observed after leaving the room | YES | NO |
| 12 Give the teacher a copy or summary of your notes | YES | NO |
| 13 Suggest how to improve examination questions of the ordinary type | YES | NO |
| 14 Suggest how to improve marking of examination papers of the ordinary type | YES | NO |
| 15 Suggest how to prepare informal objective tests | YES | NO |
| 16 Hold conferences with individual teachers and point out strong and weak features in their teaching | YES | NO |
| 17 Hold group conferences with teachers who have the same type of difficulty or teaching problem | YES | NO |
| 18 Keep a record of comments and suggestions made during conferences with teachers | YES | NO |
| 19 Prepare for teachers outlines of topics from educational literature to be discussed at meetings | YES | NO |
| 20 Conduct a course in professional reading or study | YES | NO |

21	Call for reports at teacher's meetings of experiments or investigations going on in the school	YES	NO
22	Send a teacher who is weak in teaching technique to visit a teacher who is strong in teaching technique	YES	NO
23	Ask superior teachers to report at teacher's meetings excellent features they have observed in other schools	YES	NO
24	Arrange for exchange of visits among teachers of different grades	YES	NO
25	Arrange for demonstration lessons to be taught by superior teachers	YES	NO
26	Teach demonstration lessons to illustrate specific teaching problems	YES	NO
27	Instruct teachers concerning the methods of giving, scoring and interpreting standard tests	YES	NO
28	Inform teacher just what requirements enter into the estimation of the value of their work and how that estimation will be recorded	YES	NO
29	Appoint committees of teachers to attack problems in which they are interested	YES	NO
30	Show teachers how to organize routine work so as to save their nervous energy for actual classroom teaching	YES	NO
31	Encourage teachers to support and attend professional organizations	YES	NO
32	Recommend to teachers the most profitable courses in professional training institutions	YES	NO
33	Draw up a plan for classroom visitation, conferences, teacher's meetings, and professional reading to represent the particular lines of improvement to be attempted during the year	YES	NO
34	Prepare bulletins to meet the needs of the teachers as these needs arise in the school	YES	NO
35	Give instruction for improving methods of estimating the work of pupils	YES	NO
36	Give instructions concerning the making of daily program schedules	YES	NO
37	Arrange for exchange of work for teachers who are unable to teach special subjects (music, art etc.)	YES	NO

B Activities concerning the pupils chiefly

DO YOU:

1	Suggest how to stimulate and guide pupils in planning performing and evaluating their projects	YES	NO
2	(a) Study pupils' special interests	YES	NO
	(b) Suggest how to make use of special interests	YES	NO
3	(a) Study attitudes and appreciations and ideals of pupils in your school	YES	NO
	(b) Suggest how to improve these and develop these ideals attitudes and appreciations	YES	NO
4	Suggest how to develop the pupils' skill in judging moral situations as they arise and in making appropriate responses	YES	NO
5	(a) Investigate the study habits of pupils in your school	YES	NO
	(b) Suggest how to improve these study habits	YES	NO
6	Give standardized tests to determine pupils' progress	YES	NO

7 (a) Diagnose the types of errors made by pupils in one or more subjects	YES	NO
(b) Prescribe remedial measures for pupils who need special help	YES	NO
8 Suggest one or more objective schemes for pupils to use in recording the progress they are making	YES	NO
9 Make permanent records for individual pupils as follows:		
Mental Age	YES	NO
Intelligence Quotient	YES	NO
Educational Age	YES	NO
Accomplishment Quotient	YES	NO
10 Make tables or graphs of the results of intelligence tests	YES	NO
11 Make tables or graphs of the results of educational tests	YES	NO
12 Make a classification sheet to show to what grades pupils should belong according to the information collected	YES	NO
13 Make special promotions or demotions in order to classify pupils according to information collected as far as conditions warrant such action	YES	NO
14 Make arrangements for a physical examination for pupils at least once a year	YES	NO
15 Keep a cumulative record system of facts obtained about pupils	YES	NO
16 Make a plan for gathering and recording information concerning the home and social environment of pupils	YES	NO
17 Organize an opportunity (ungraded) room for pupils	YES	NO
18 Make a plan whereby pupils with superior ability may have an enriched curriculum	YES	NO
19 Study the causes of pupils' absence from school	YES	NO
20 Suggest how to improve attendance of pupils	YES	NO
21 Require pupils who do unsatisfactory work to report to you at definite intervals	YES	NO
22 Make a plan whereby pupils pass to some other grade to receive instruction in subjects in which they are either ahead or behind their own classes	YES	NO
23 Suggest how to organize and carry on extracurricular activities	YES	NO
24 Prepare a list of library books desirable and available for collateral reading by pupils	YES	NO
25 Make a list of library books for appreciative reading that are preferred by pupils of different grades	YES	NO
26 (a) Study methods of questioning pupils orally	YES	NO
(b) Suggest how to improve methods of questioning	YES	NO
27 Suggest how to conduct various types of lessons	YES	NO
28 (a) Study methods of making assignments to pupils	YES	NO
(b) Suggest how to improve methods of assigning work	YES	NO
29 Suggest how to improve lesson plans	YES	NO

C Activities concerning the school mainly

DO YOU

1 Make a study of the results of educational tests for the purpose of ascertaining the status of the school	YES	NO
2 Organize one or more carefully controlled experiments in methods of teaching and record the results	YES	NO
3 Organize a professional reading library for the school	YES	NO

4	Make an age grade distribution sheet to show the condition of the school with respect to acceleration and retardation of the pupils	YES	NO
5	Make a table to show in which grades pupils seem to have greatest difficulty or grades in which the largest number of failures occur	YES	NO
6	Give group intelligence tests for the purpose of classifying pupils	YES	NO
7	Give standardized tests for the purpose of classifying pupils	YES	NO
8	Score and tabulate results of intelligence tests	YES	NO
9	Score and tabulate results of standardized tests	YES	NO
10	Give instructions regarding the parts of the curriculum which should be emphasized	YES	NO
11	Give instructions regarding the kind and amount of work to be considered minimum essentials in your school	YES	NO
12	Conduct a campaign of enlightenment to make parents familiar with the curriculum and the work of the school	YES	NO
13	Suggest how to improve the appearance of the school rooms	YES	NO
14	Suggest how to improve discipline	YES	NO
15	Make a statement of the rules, regulations, and policies to be enforced in your school	YES	NO
16	Give talks at public meetings, concerning the work of the school	YES	NO
17	(a) Organize a parent-teacher association	YES	NO
	(b) Assist in making the programs for this association	YES	NO

THE SCHOOL PRINCIPAL

Name _____

School _____

Check the highest institution of which you are a graduate:

Academic: High School _____ University _____

Professional: Normal School _____ College of Education _____

Check the highest degree now held:

Academic: Second Class _____ First Class _____ B.A. _____ M.A. _____ Ph.D. _____

Professional: B.Ed. _____ M.Ed. _____ B.Paed. _____ M.Paed. _____ Ph.D. _____

State date when highest degree was obtained:

Academic:

Professional:

State what special training you have taken in supervision:

State number of years educational work:

Teacher of public school _____ Principal of public school _____

Teacher of high school _____ Principal of high school _____

Other situation _____ In your present position _____

State population of your city, town or village _____

State number of schools in your city, town or village _____

State number of teachers in your school _____

State number of pupils in your school _____

State number of hours classroom teaching you do per week _____

State number of hours supervision you do per week _____

(classroom visitation, giving tests, demonstration)

(teaching, experimental teaching, conferences with)

(teachers etc.)

Box 294, Melfort, Sask.

January 3, 1936.

Dear Principal,

The writer is making an investigation regarding the supervisory activities of Principals in Saskatchewan in connection with a university degree and will very much appreciate your cooperation.

Will you be good enough to check the accompanying list to show what activities you ordinarily perform. You need not hesitate to state the situation as it is because any facts that you disclose will be treated as absolutely confidential. The names of schools will not be used in the thesis nor will the information be used to compare any school with another.

It is not suggested that the list includes all the supervisory activities which a Principal ought to perform, nor is it suggested that school Principals in Saskatchewan ought to perform all the activities listed. If you perform any supervisory activities not listed, will you be good enough to add them.

You will contribute to the value of the study by completing the list and returning it not later than January 31.

Yours sincerely,

T. M. Spencer.

Principal, Melfort Public School
P. S. Should you be interested in this list, do not keep it for I shall be glad to send you a copy on request.

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Copy

Regina, January 22, 1937

Dear Mr. Spencer:

I enclose to you herewith a letter which you may use in forwarding correspondence to the Principals of the Schools.

I apologise for not having written you earlier, but in the pressure of work, this was temporarily overlooked.

Yours very truly,

J. W. Estey

Minister of Education

T. E. Spencer, Esq., B.A., B.Ed.,

Principal, Public School,

Helfert, Saskatchewan.

Copy

Regina, January 23, 1937.

TO WHOM IT MAY CONCERN:

Mr. T. M. Spencer, B.A., B.Ed., Principal of the Public School, Holford, has indicated to me that he is writing a thesis upon a matter of interest to the teaching profession, particularly in Saskatchewan. He hopes to embody in this thesis, conclusions drawn from the experiences of the classroom and to this end, has prepared a questionnaire. I am sure that Mr. Spencer's thesis will be of interest and may I express the hope that you will co-operate with him by returning the questionnaire duly completed.

I am disposed to conclude that in this way the members of the profession can be of assistance to each other and make available information that could not otherwise be obtained.

Yours very truly,

J. H. McKechnie

Deputy Minister.

Copy

DEPARTMENT OF EDUCATION

Prince Albert, Feb. 1, 1937.

Dear Mr. Spencer,

Mr. Speers, Principal of Central School, Prince Albert, has handed on to me your circular letter of Jan. 1 with enclosures with regard to an investigation you are making of the supervisory activities of school principals. Mr. Speers has experienced some difficulty in getting the other principals to cooperate in giving the data. I think perhaps some of the principals feel touch because of their academic standing.

This letter is to suggest that I shall be glad to assist you in your research on this topic, if the data will be of use to you in about one month or six weeks. My assistance in this project will work in almost exactly with a survey of the supervisory activities of the city principals which I have been planning to make at this inspection during February and March. The school board appointed a full time substitute for the principals, beginning duties last September. He spends one day each week teaching in a principal's room thus giving each principal one day each week for supervision and administrative duties, there being five principals in P.A. elementary schools. My plan was to make a survey of what this service afforded each school in the way of more effective supervision. There are four other schools in the city: The Convent, The orphanage, St. Mark's Separate, and St. Paul's Separate.

If my services will be of assistance to you I shall be glad to have 15 copies of your outline in order that I may retain one for each school for myself.

I hope that you are keeping well and that the work is going nicely.

Yours faithfully,

J. T. Coulson

Box 294, Melfort, Sask.

January 13, 1937.

The Secretary,

Prince Albert School District,

Prince Albert, Sask.

Dear Sir:

The writer is making an investigation regarding the supervision of instruction in this province. He has learned that at one time the city of Prince Albert employed a Superintendent of Schools. Will you be good enough to supply the following information in connection with this official?

- 1 When was he employed?
- 2 For how long a period did he serve?
- 3 What were his duties in regard to supervision?
- 4 Why was this office discontinued?

This information is required for a study leading to a university degree and the writer will appreciate your courtesy in answering the above questions.

Yours truly,

R. M. Spence.

Copy

Prince Albert, Sask.

January 15, 1937.

T. M. Spencer, Esq.,

Principal Helfort Public School,

Helfort, Sask.

Dear Sir:

Replying to your letter of January 13th., we would say that the School Board for Public Schools of this City engaged a Mr. C. A. Brown as Superintendent of Public Schools who commenced his duties in 1912, and lasted for a period of about three years when it was discontinued for financial reasons.

Amongst other things he would make periodical visits to the several schools and make a point of stressing the teaching of subjects, which in his opinion were not receiving the attention that possibly they should have.

As this affair goes back several years, long before the writer's time, the information submitted herewith has been obtained from older members of the staff, and it is being handed on to you just as it has been given to the writer. Trusting, however, that it will be of some value to you.

Yours truly,

A. W. Pechey
Secretary-Treasurer.

AWP/NW.

Box 294, Melfort, Sask.

January 13, 1937.

W. A. Ross, Esq., B. A.,

Inspector of Schools,

Kindersley, Sask.

Dear Sir,

I am making an investigation of supervision in Saskatchewan in connection with a thesis for a university degree, and shall greatly appreciate any assistance you may feel disposed to give me.

Will you be good enough to give me information about the following points regarding the supervisory area which operated in your inspectorate under the supervision of Miss M. I. Grant B. Sc.

- 1 When it was started
- 2 How long it operated
- 3 Who initiated this movement.
- 4 The set up
- 5 The duties of the supervisor
- 6 Whether beneficial to teachers and pupils
- 7 Why discontinued

Thanking you in anticipation, I am,

Yours truly,

W. W. Spencer,

Principal, Melfort Public School.

Copy

DEPARTMENT OF EDUCATION

Inspector of Schools

Kindersley, Sask., Jan. 31, 1937.

Mr. T. M. Spencer,
Principal, Melfort Public School,
Melfort, Sask.

Dear Sir:

I have your letter of January 13th in which you request information pertaining to the supervisory area which operated in the Kindersley inspectorate some time ago.

In reply I would say that this supervisory area operated for a relatively short period of time and consequently might not furnish a sufficiently broad basis on which to base conclusions regarding school supervision. Miss Grant, who was in charge of this supervisory work in the field, was not under the direction of the inspector. I understand that she is now teaching in the Cabri public school. She might be able to give you definite information regarding her work at that time.

Yours sincerely,

W. A. Ross

Inspector of Schools.

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Copy

Box 294, Helfert, Sask.,

Jan. 12, 1937.

Miss M. I. Grant, B. Sc.,

Gabri, Sask.

Dear Miss Grant,

I am doing a thesis in education regarding supervision in Saskatchewan and shall greatly appreciate any assistance you may feel disposed to offer.

I am interested in the supervisory project which was carried out at Kindersley and in which I understand you acted as supervisor. Will you be good enough to trace the history of the project for me dealing with the origin, set up, success and the reasons why it was discontinued?

I am enclosing a questionnaire similar to that which is going to Principals throughout the province and I will be very pleased if you will fill it out with reference to the activities you performed while at Kindersley.

I am quite aware that I am asking a great deal of you but believe me, my appreciation will be in proportion to my request.

Yours very truly,

T. H. Spencer,

Principal, Helfert Public School.

FORM USED BY SCHOOL INSPECTOR

Name	C.A.	M.A.	I.Q.	Nat. of Parents	Att. of Pupils to school	Economic condition of home	Cultural background of home	Characteristics of Pupil

AGE GRADE SCHOOL DISTRIBUTION TABLE

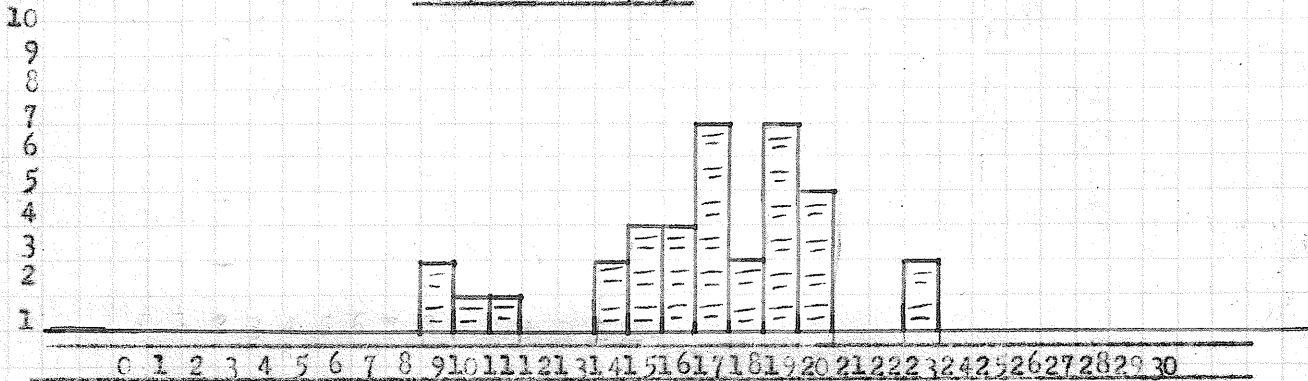
Age		Grades								Totals by Ages
Yrs.	Mos.	1	2	3	4	5	6	7	8	
6	3									
	6	7								7
	9	3								3
7	0	3								3
	3	8	1							9
	6	2	3							5
	9	5	8							13
8	0		1	1						2
	3		3	1						4
	6		1	1						4
	9		1	7						8
9	0			5						5
	3		1	6	1					8
	6		1	4	3					8
	9		1	4	5					10
10	0		3	3	6					12
	3			3	3					6
	6		1	1	1					3
	9			4	4					8
Totals		28	27	40	29					114

This table shows the distribution for four grades only. The heavy
transverse lines mark the limits of normal age for each grade.

GRADE EIGHT ARITHMETIC COMPUTATION

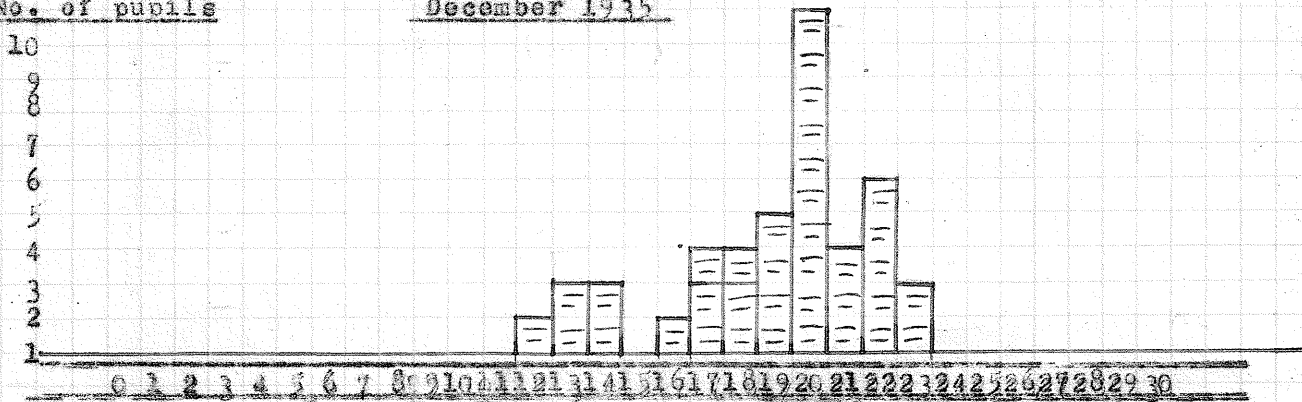
No. of pupils

September 1935



No. of pupils

December 1935



No. of pupils

May 1935

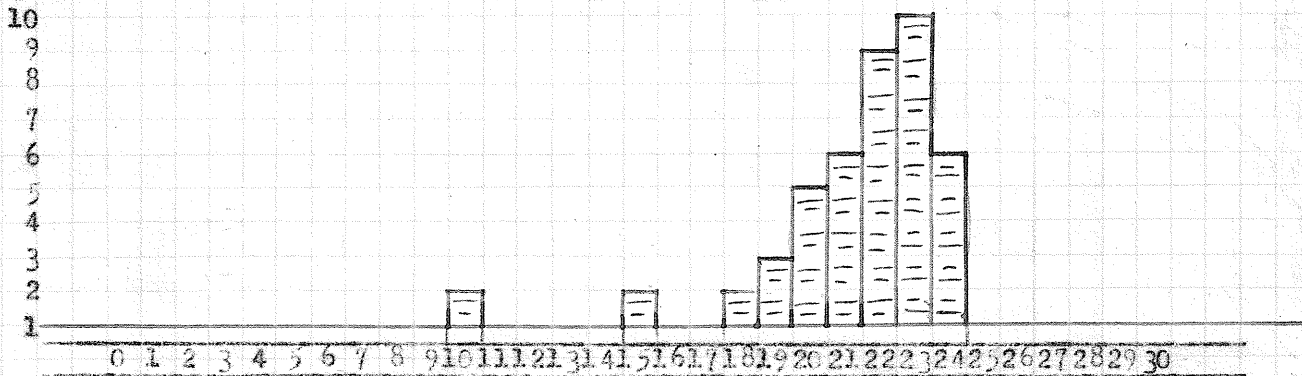


CHART SHOWING TEST RESULTS FOR PUPIL

The standard scores for the following tests were calculated from the results of more than 10,000 grade eight pupils throughout Canada.

FOR SEPTEMBER

	Arithmetic Comp I	Spelling	Arith. Comp II	Language	Arith. Reasoning	Per. Reading
Dom. Standard Score for June 1936	58	28	17	16	10	13
Highest score for August	65	33	20	42	13	20
Average score	48	26	14	23.5	7.5	15
My score	51	27	17	16	9	20
Class standing	11	9	7	3	3	1

For DECEMBER

	Arithmetic Comp I	Spelling	Arith. Comp II	Language	Arith. Reasoning	Per. Reading
Dom. Standard score for June 1936	58	28	17	16	10	13
Highest Score for December	67	34	24	46	14	20
Average score	53.3	29.5	18	25.5	7.9	15.8
My score	60	29	21	37	11	20
Class standing	7	19	4	6	11	1

SUGGESTIONS FOR A DRILL TYPE LESSON

If the main object of a lesson is to develop skill, the drill type lesson should be used. The guiding principles for such a lesson follow:

1 Suitable worth-while work to be done. Plan content suited to pupils needs and of value in life.

2 Pupil feeling value and need of the work to him. Plan how to help the pupils see their need of the practice.

3 Pupil learning to perform correctly, the right reactions. Plan to have the pupils "see" the right responses and to perform them correctly.

4 Pupil attentive repetition of the correct reactions. Provide for correct practice with high degree of attention.

5 Pupils avoidance and elimination of errors. Plan practice to stress right responses and to catch errors.

6 Proper distribution of practice. Provide the practice and rest periods to gain the needed skill economically.

7 Continue by diagnosis and practice to gain results desired. Provide for pupil checking to determine progress and to disclose further practice needs.

EXAMPLES OF BULLETIN BOARD MATERIAL

Ten Commandments for Teachers

- 1 Thou shalt have a definite aim for every lesson which thou teachest.
- 2 Thou shalt employ the correct technique for achieving the aim of the lesson.
- 3 Thou shalt carefully prepare the subject matter for every lesson which thou teachest.
- 4 Thou shalt use all thy ingenuity to motivate thy pupils well.
- 5 Thou shalt be diligent in obtaining a maximum amount of pupil self-activity in all thy lessons.
- 6 Thou shalt make skilful use of the Laws of Learning.
- 7 Thou shalt be adroit in devising new methods of introducing thy pupils to subject matter.

2 Garrison and Garrison, The Technique and Administration of Teaching. New York, The American Book Co., 1933 p.p. 129.

Ten Commandments for Teachers (continued)

- 8 Thou shalt give sufficient time and attention to the problems of individual pupils, especially the slow learner, even though it taketh thee till the fifth hour.
- 9 Thou shalt be punctual.
- 10 Thou shalt perform thy playground, basement and other supervisory duties diligently and cheerfully.

Teachers' Axioms

The teacher who answers the obvious questions of children, is about as useful in a class room as a shoemaker is in Siam.

The teacher who always talks to a class in a loud strained voice, like that of an auctioneer or a ballyhooser, will soon find that the children make more noise than he does.

If you know how to teach school it is the easiest work in the world; but if you don't know how, it is the most exacting task you can undertake.

If a teacher dreams at night of teaching school amid difficulties, it is time that he or she had a long vacation.

A teacher who attends afternoon teas on school days, is too busy to be teaching school.

A teacher's chair is useful to stand on for hanging high pictures, and as a seat when marking the register after school.

The one who does not acknowledge that he is a teacher when among strangers, is hardly worth being called a teacher at any time.

The teacher who does the least, and has the pupils do the most, can be rated as successful.

The teacher who after school plans the work for the succeeding day, has no dread of going to work next morning.

Appreciation Type

If the chief aim of a lesson is appreciation, the appreciation type should be used. Following are suggestions for this type:

- 1 Suitable worth-while content to be enjoyed. Plan for the content to have value which is assured and which is suitable for the needs and interests of the pupils.
- 2 Sympathetic mental attitude on the part of the pupil. Plan an introduction that will develop a favorable attitude toward the work.
- 3 Appreciative presentation of content. Plan for the performer's appreciative presentation of the material.

Appreciation type (continued)

- 4 Pupil participation and enjoyment. Plan the approach and presentation to secure the desired pupil participation.
- 5 Pupil expression of his appreciation in some form. Provide suitable 3 situations for the pupils to express freely their genuine appreciation.

QUESTIONNAIRE TO TEACHERS REGARDING PROJECTS

The following questions are intended to secure information for your Principal. Please answer the questions and return as quickly as possible:

1. Have you checked your self-rating chart recently?
2. What improvement has occurred since you last checked the chart?
3. What new project are you trying this year?
4. What success are you having with your new project methods or devices?
5. What new methods or devices are you trying this year?
6. What do you consider the strong or weak points of the new methods or devices?
7. What is the average amount of time you spend in lesson preparation for a day's teaching?
8. Do you make a definite effort to secure new and interesting materials for your lessons--from papers, magazines, current events etc.?
9. Do you make a definite attempt to arouse interest--motivation--in a lesson before you begin to teach it?

SUGGESTIONS FOR A PROBLEM-SOLVING TYPE LESSON

While any lesson may have subsidiary aims, it will have one chief aim and it should be planned in the light of that aim. The chief aim of any lesson will be the acquisition of knowledge, of skill or of appreciation. When the aim is knowledge, the problem solving type lesson should be used. The guiding principles follow:

- 1 Suitable worth-while work to be done. Plan content suited to pupils needs and of real value.
- 2 Difficulty encountered and pupils interested in solving it. Plan how to direct pupils into a useful problem in work.
- 3 Problem analysed and clearly defined. Plan to have pupils locate and define the problem.
- 4 Getting solutions. Plan to have pupils guided in collecting and organizing information needed, to get hypothesis.
- 5 Testing out promising solutions as they arise. Plan for the pupils to test hypotheses as they arise and seem promising.
- 6 Verification of the solution. Plan for the pupils to prove the solution.

It may seem that this is a formal and stilted procedure but it must be kept in mind that these are guiding principles. In some lessons, all the steps may not be needed. The teacher may modify and adapt the procedure to suit her needs but the principles will remain the same in any case.

For illustrative lessons see Technique and Administration of Teaching, Garrison and Garrison.

TEACHER RATING CARD

5
GENERAL RATING

qualities of merit

poor medium good excellent

1 PERSONAL EQUIPMENT

- 1 General appearance
- 2 Health
- 3 Voice
- 4 Intellectual capacity
- 5 Initiative and self-reliance
- 6 Adaptability and resourcefulness
- 7 Accuracy
- 8 Industry
- 9 Enthusiasm and optimism
- 10 Integrity and sincerity
- 11 Self-control
- 12 Promptness
- 13 Tact
- 14 Sense of justice

2 SOCIAL AND PROFESSIONAL EQUIPMENT

- 1 Academic preparation
- 2 Professional preparation
- 3 Grasp of subject matter
- 4 Understanding of children
- 5 School and community interest
- 6 Ability to meet and interest parents
- 7 Interest in lives of pupils
- 8 Cooperation and loyalty
- 9 Professional interest and growth
- 10 Daily preparation
- 11 Use of English

3 SCHOOL MANAGEMENT

- 1 Care of light, heat, and ventilation
- 2 Neatness of room
- 3 Care of routine
- 4 Discipline (governing skill)

4 TECHNIQUE OF TEACHING

- 1 Definiteness and clearness of aim
- 2 Skill in habit formation
- 3 Skill in stimulating thought
- 4 Skill in teaching how to study
- 5 Skill in questioning
- 6 Choice of subject-matter
- 7 Organization of subject-matter
- 8 Skill and care in assignment
- 9 Skill in motivating work
- 10 Attention to individual needs

TEACHER RATING CARD (continued)

GENERAL RATING

qualities of merit

poor medium good excellent

5 RESULTS

- 1 Attention and response of the class
- 2 Growth of pupils in subject-matter
- 3 Social development of pupils
- 4 Stimulation of community
- 5 Moral influence

TEACHERS' SELF-JUDGMENT QUESTIONS

The habit of self judgment is a valuable attribute for any teacher. It is suggested that the teacher look over this card frequently and record her answers on a sheet of paper under each head. Progress will be shown by the increase in yes's. An excellent teacher should score 100% on an even more searching and more exacting set of questions.

1. Care of property: Is there evidence of care for the room.... Furniture!....Textbooks!....Maps and reference books!....Library books!... Outbuildings!....

2. 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 pupils seated in seats and at desks suited to their size!....Are sanitary precautions apparent about toilets, drinking water, cloak-rooms, etc.!.....

3. 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 home work of the pupils used in the recitation!....

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

5. 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!

6. 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!....

7. Teachers 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!

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

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