

THE UNIVERSITY OF MANITOBA

THE SUPERVISORY ACTIVITIES OF THE PRINCIPALS OF  
GRADED SCHOOLS IN RURAL MANITOBA

BEING A THESIS SUBMITTED TO THE COMMITTEE ON  
POSTGRADUATE STUDIES IN PARTIAL FULFILMENT  
OF THE REQUIREMENTS FOR THE DEGREE OF  
MASTER OF EDUCATION

BY

ARTHUR AUGUSTUS HARRIS

VIRDEN, MANITOBA

APRIL, 1937

TABLE OF CONTENTS

	Page
LIST OF TABLES . . . . .	iii.
Chapter	
I. INTRODUCTION . . . . .	1
Purpose and Scope of the Study	
Method of Procedure	
The Rise in Importance of the Principal as a Supervisor	
II. THE FUNCTIONS, PRACTICES AND TRENDS OF SUPERVISION AS EXPRESSED BY AUTHORITATIVE WRITERS. . . . .	7
The Function of Supervision	
The Improvement of Instruction by the Collection of Data Concerning Individual Types	
The Improvement of Instruction Through the Training of the Staff	
The Improvement of Instruction Through Curriculum Adjustments and Time Allotments	
The Improvement of Instruction Through Extra-Curricular Activities	
The Improvement of Instruction Through Physical Adjustments	
The Improvement of Instruction Through Relating the School and Community	
The Improvement of Instruction Through Research and Experimentation	
Time for Supervision	
The Purpose of This Thesis Restated	
III. THE SUPERVISORY AND ADMINISTRATIVE ACTIVITIES OF THE PRINCIPAL SEEN IN RELATION TO STUDY PRACTICES AS REVEALED BY THE QUESTIONNAIRE. . . . .	29
The Activities of the Principal Seen in Relation to Pupil Study and Remedial Assistance	
The Activities of the Principal Acting Through the Classroom Teacher	
The Activities of the Principal in Relation to the Curriculum and the Library	
Summary and Conclusions	
IV. THE SUPERVISORY AND ADMINISTRATIVE ACTIVITIES OF THE PRINCIPAL SEEN IN RELATION TO MATTERS OTHER THAN STUDY PRACTICES AS REVEALED BY THE QUESTIONNAIRE. . . . .	57

IV. (continued)

The Activities of the Principal Seen  
in Relation to Extra Curricular  
Activities

The Activities of the Principal Seen  
in Relation to the Buildings and  
Grounds

The Activities of the Principal Seen  
in Relation to School Loyalty and  
Community Interest

Distribution of the Principal's Time  
as Revealed by the Questionnaire  
Summary and Conclusions

V. THE SUPERVISORY AND ADMINISTRATIVE ACTIVITIES  
OF THE WRITER IN HIS OWN SCHOOL. . . . . 73

Staff qualifications, Experience and  
Local Tenure

The Improvement of Instruction by the  
Collection of Data Concerning Individual  
Pupils

Special Classes

Diagram of Pupil Difficulty by Means of  
Standardized Tests

Special Case Studies

BIBLIOGRAPHY. . . . . 94

APPENDIX A. - Questionnaire Sent to the  
Principals of Graded Schools in  
Rural Manitoba. . . . . 97

APPENDIX B. - Case Studies of the Writer's School 116

## LIST OF TABLES

TABLE		PAGE
I.	Tabulation of Replies to Question: Do You Collect Data Concerning Pupils in Order to Advise and Direct Them? .....	30
II.	Tabulation of Replies to Question Concerning Use of Intelligence Tests.....	30
III.	Tabulation of Replies to Question Concerning Standardized Tests.....	32
IV.	Tabulation of Replies to Question Concerning Testing Programs.....	33
V.	Tabulation of Replies to Question Concerning Organized Plan for Reducing Failures.....	33
VI.	Tabulation of Replies to Question Concerning Pupils Received by Promotion at the End of the School Year Who Have Not Mastered the Work of the Previous Year.....	35
VII.	Tabulation of Replies to Question Concerning A Fourth-Grade Teacher who Found a Large Range of Reading Ability in Her Room Group.....	35
VIII.	Tabulation of Replies to Question Concerning a Large Boy of Thirteen in Grade VI Found to Have Grade IV Ability in Both Reading and Language.....	37
IX.	Tabulation of Replies to Question Concerning a Use of Intelligence Tests. A 13-Year Old Boy With Subnormal Intelligence in a Low Grade is a Habitual Truant.....	37
X.	Tabulation of Replies to Question Concerning Periodic Medical Examination of the Pupils.....	39
XI.	Tabulation of Replies to Question Concerning Malnutrition Among Pupils.....	39
XII.	Tabulation of Replies to Question Concerning Classroom Visitation.....	41
XIII.	Tabulation of Replies to Question Concerning Lesson Plans.....	42
XIV	Tabulation of Replies to Question Concerning Professional Study.....	44

TABLE	PAGE	
XV.	Tabulation of Replies to Question Concerning Chief Objective of the Principal in the Supervision of Instruction.....	44
XVI.	Tabulation of Replies to Question Concerning How a New Principal Can Best Establish Himself..	45
XVII.	Tabulation of Replies to Question Concerning Teacher Difficulty in Organizing Courses.....	45
XVIII.	Tabulation of Replies to Question Concerning Appraisal of the Use of Curriculum Materials....	47
XIX.	Tabulation of Replies to Question Concerning Overcrowding in the Curriculum.....	47
XX.	Tabulation of Replies to the Question Concerning the Introduction of a New Course of Study.....	49
XXI.	Tabulation of Replies to Question Concerning the Subjects that Principals Should be Able to Teach Thoroughly.....	49
XXII.	Tabulation of Replies to Question Concerning the Teaching of Music.....	51
XXIII.	Tabulation of Replies to Question Concerning Voluntary Reading.....	51
XXIV.	Tabulation of Replies to Question Concerning the Selecting of Books for the School Library...	53
XXV.	Tabulation of Replies to Question Concerning the Recommending of a Suitable List of Books for an Eleven-Year-Old Boy.....	53
XXVI.	Tabulation of Replies to Question Concerning a Time Schedule for the Use of the Library.....	55
XXVII.	Tabulation of Replies to Question Concerning Promoting Program of Extra Curricular Activities.	58
XXVIII.	Tabulation of Replies to Question Concerning Pupils Not Interested In Taking Part In Extra-Curricular Activities.....	58
XXIX.	Tabulation of Replies to Question Concerning the Justification of Extra-Curricular Activities.	59
XXX.	Tabulation of Replies to Question Concerning Proper Ventilation.....	59

TABLE	PAGE
XXXI.	Tabulation of Replies to Question Concerning Adequate Lighting..... 61
XXXII.	Tabulation of Replies to Question Concerning Sanitary Inspection..... 61
XXXIII.	Tabulation of Replies to Question Concerning the Supervision of the School Yard..... 63
XXXIV.	Tabulation of Replies to Question Concerning The Janitor..... 63
XXXV.	Tabulation of Replies to Question Concerning the Development of School Loyalty on the Part of the Pupils..... 64
XXXVI.	Tabulation of Replies to Question Concerning the Securing of Community Interest..... 64
XXXVII.	Tabulation of Replies to Question Concerning the Time in an Average Week Devoted to Community Affairs..... 67
XXXVIII.	Tabulation of Replies to Question Concerning Activities of Parent-Teacher Association..... 67
XXXIX.	Tabulation of Replies to Question Concerning the Benefit of Parent-Teacher Associations..... 68
XL.	Tabulation of Distribution of the Principal's Time as Revealed by the Questionnaire..... 69
XLI.	Tabulation of Qualifications and Experience of the Staff in the Writer's School..... 73
XLII.	Tabulation of Frequency Distribution of the I. Q.'s from Grades I-XII, 1933-34..... 75
XLIII.	Tabulation of Age Grade Distribution of Pupils 1933-34..... 75
XLIV.	Tabulation of Number of Pupils Taking Commercial Subjects 1936-37..... 77
XLV.	A Summary of the Scores and Errors Made by Grade IV in Buswell's and John's Fundamentals of Arithmetic 79
XLVI.	Total and Percentage of Errors in Grades IV to VIII in Addition..... 80

TABLE

	PAGE
XLVII. Total and Percentage of Errors in Grades IV to VIII in Subtraction.....	80
XLVIII. Total and Percentage of Errors in Grades IV to VIII in Multiplication.....	81
XLIX. Total and Percentage of Errors in Grades IV to VIII in Division.....	81

## CHAPTER I.

### INTRODUCTION

#### Purpose and Scope of the Study

This thesis constitutes a report of an investigation made by the writer into the nature and value of the supervisory activities of the principals of graded schools in rural Manitoba. Rural, in this instance, is taken to include all graded school districts outside the four cities of the province. In general, the term supervisory applies to those activities which bear directly upon the improvement of instruction as distinguished from administrative duties which have to do with established routines. The distinction between a supervisory and administrative duty may not be drawn too finely, as it is difficult to determine when an administrative act ends and a purposeful supervisory procedure begins. However, the study stresses those activities of the school principal which are definitely directed toward the improvement of pupil study situations.

#### Method of Procedure

To secure data pertaining to the supervisory activities of school principals, the writer prepared a check list of such activities as may be performed by a school principal in different types of rural and city graded schools. The items of the check list were taken, in part, from such work as The



Commonwealth Teacher Training Study, by Charters and Waples,<sup>1</sup>  
The Elementary School, by Reavis, Pierce and Stullken,<sup>2</sup> and in  
part was compiled by experiences of the writer and others under  
conditions common to rural Manitoba. It was believed that a  
suitable check list would facilitate the collection of data  
and provide for a more intensive study of the problem than  
could be accomplished otherwise. In preparing the check list,  
after what appeared to be a suitable selection and organization  
of items had been arranged, the writer submitted the results to  
eight principals of different types of schools, and to others,  
for criticism. Only after thorough study of the list was the  
form, as reported in the appendix to this thesis, submitted to  
others for the collection of data.

It is admitted that the questionnaire is not the most  
adequate method of collecting data, but frequently it is the  
only method available, and if carefully organized and widely  
reported upon, especially in a field with which the writer has  
had wide acquaintance, it may provide reasonably valid data  
for certain types of investigation.

Hobson says of the questionnaire

"Its use is indispensable to the investigator in  
collecting certain classes of data. First-hand information  
which pertains to a wide area, or data concerning segregated  
districts, separated by great distances, can be obtained,  
without the expenditure of large sums, only by correspondence."<sup>3</sup>

1. W. W. Charters and D. Waples, The Commonwealth Teacher Training Study, Chicago, Illinois: The University of Chicago Press, 1929.
2. W. C. Reavis, P.R. Pierce, E.H. Stullken, The Elementary School, Chicago, Illinois: The University of Chicago Press, 1932.
3. Asher Hobson, Use of the Correspondence Method in Original Research, New York: Taken from Research and Thesis Writing, J.C. Almack, Houghton Mifflin Co., p.214.

J. C. Almack also contends that

"The practical value of the properly framed questionnaire is not to be doubted."<sup>4</sup>

In the case of the present study, where reliable factual information could be obtained as readily as by personal visitation, and more especially as the latter method was not possible, the writer felt justified in using this technique to secure information for the present study.

This questionnaire was sent to the principals of one hundred and twenty-seven one-room and thirty-eight two-room high schools; seventeen collegiate departments and twenty collegiate institutes, making two hundred and two graded schools in all. Replies were received from principals of seventy-three one-room high schools, nineteen two-room high schools, eight collegiate departments and nine collegiate institutes, making a total of one hundred and nine, or over fifty per cent of all graded schools in rural Manitoba doing secondary school work. As there are but few graded elementary schools, apart from those having secondary departments, no effort was made to secure data from them. Data were secured from a larger sampling than is usually required to give validity to the findings.

In order to further emphasize the principles and practices of supervision brought out in Chapter II, the writer also made a study of supervision in the inspectorial division to which he belongs. This included consultations with the principals and the public school inspector of the local inspectorate. The

---

4. J.C. Almack, Research and Thesis Writing, New York: Houghton Mifflin Co., 1930, p. 241.

factual information thus collected was compiled under suitably related headings and constitutes Chapters III, IV <sup>and</sup> V of this report.

In addition, a more intensive study was made of the schools of which the writer is principal. These schools include a public school with grades one to seven, and a collegiate institute with grades eight to twelve. This study is discussed in Chapter VI.

#### The Rise in Importance of the Principal as a Supervisor

The influence of the United States on education in Canada is naturally very great, since the former country has had a much longer period of development and a more rapid increase in population. A study of the growth of supervision in Canada, therefore, must be prefaced with a review of the growth in the United States.

The rapid increase in population of the United States resulted in greater demands, and with the great increase in the costs of education, it naturally followed that the people should desire to control and to supervise an institution supported entirely by public funds.

"The outcome of the increasing support of education was a system of public schools. The outcome of the tendency in the direction towards controlling the schools supported by public funds was the evolution of the special functions and agencies of supervision."<sup>5</sup>

Supervision at first merely involved the support and hiring of a teacher, and the ~~provision~~ provision of schools buildings and equipment. School supervision began in the United States

---

5. Henry Suzzalo, The Rise of Local School Supervision in Massachusetts, New York: Published by Teachers' College, Columbia University, 1906, p. 1.

with the New England School Committee, which frequently inspected the schools. As the enrolment and school activities expanded, better methods of supervision became necessary.

Supervision may be traced through three chief agencies, namely, 1. The town meeting, 2. The Selectmen, and 3. The Special School Officials, the latter consisting first of school committeemen and then school superintendents.

"The development of each has marked a significant period in the growth of local supervision."<sup>6</sup>

According to Suzzalo, knowledge gained through inspection was first used in 1753, by the school committee to improve the teachers' work.<sup>7</sup> But professional supervision as we understand it to-day probably began with the appointment of school superintendents.<sup>8</sup>

During the evolution of the school superintendent, the teaching duties of the elementary principal were very heavy. In 1857, the prescribed duties of principal teachers in Boston did not include any real supervisory work.<sup>9</sup> In that year there were some efforts by the superintendents to release the principal teachers from some teaching responsibilities. Gradually the teaching load of the principal teachers was reduced more and more, and some were designated as supervising principals. From part time supervising principals, the present full time supervising principalship was developed in a great many towns

---

6. Henry Suzzalo, *ibid*, p.2.

7. *Ibid*, p. 145

8. E.P. Cubberley, Public School Administration (Revised Edition) New York: Houghton Mifflin Company, 1929, pp.149-257.

9. Seventh Year Book, Department of Elementary School Principals, National Educational Association, 1928, pp. 160-167.

and cities. Thus, the school principalship may be said to have developed through four states: (1) the schoolmaster teaching alone (2) the principal teacher in charge of one or more instructors (3) the teaching principal with a small amount of free time for administration, and (4) the supervising principal freed from teaching and assigned primarily to administrative and supervisory work. Studies by Foster<sup>10</sup> and The Seventh Year Book<sup>11</sup> show that all stages of the principalship exist to-day in the United States.

The increased importance of the principalship in Canada as a supervisor is similar to that of the United States in that the principal's supervisory function is continually being emphasized by the superintendents and gradually becoming recognized as his chief duty. However, Richardson<sup>12</sup> shows that the principal's time for supervision in many Canadian cities is deplorably meagre. Only in a few of the larger cities is the principal free for an appreciable amount of time for supervision, and in the majority of cases he teaches full or practically full time. Moreover, what little time they <sup>he has</sup> have apart from teaching is taken up with multitudinous minor details. Richardson<sup>13</sup> suggests that, for the same reason, in the small schools there is still a great lack of time provided for supervision. Principals have too great a teaching load and are required to attend to too many administrative details.

- 
10. H.H. Foster, Schedule Making in the Small High School, Educational Administration and Supervision, March 1928, pp.170-8.
  11. Seventh Year Book, National Educational Association, op.cit.
  12. W.L. Richardson, The Administration of Schools in the Cities of the Dominion of Canada, Toronto: J.M. Dent & Sons, 1921, p.152-8
  13. Ibid, p. 158.

CHAPTER II.

The Functions, Practices and Trends of Supervision  
As Expressed by Authoritative Writers

The Function of Supervision

Before attacking the problem of supervision, it is important that there should be a clear understanding of the meaning of the term. There have been many attempts to formulate a definition of supervision in terms of specific technics, intermediate purposes and ultimate ends<sup>1</sup> but the most frequently accepted function of supervision is the improvement of instruction. Cubberley, in "The Principal and His School" writes

"The prime test of the competency of an elementary school principal is his ability to improve the instruction."<sup>2</sup>

Kyte<sup>3</sup> in "How to Supervise" stresses that supervision is the technic of improving conditions in which more efficient learning occurs. Anderson, Barr and Bush,<sup>4</sup> Burton,<sup>5</sup> Uhl,<sup>6</sup> and others, emphasize that the main function of supervision is the improvement of instruction.

1. The Principal as a Supervisor, Research Bulletin of the National Educational Association, November 1929, p. 283.
2. E. P. Cubberley, The Principal and His School, New York: Houghton Mifflin Company, 1908, pp. 432.
3. G.C. Kyte, How to Supervise, New York; Houghton Mifflin Company, 1930, pp.3-47.
4. C.J. Anderson, A.S. Barr, M.G. Bush, Visiting the Teacher at Work, New York: D. Appleton & Co. 1925.
5. W. A. Burton, Supervision and the Improvement of Teaching New York; D. Appleton & Company, 1922.
6. W. L. Uhl, and others, The Supervision of Secondary Subjects New York: D. Appleton & Company, 1929.

The Improvement of Instruction by the Collection  
of Data Concerning Individual Pupils

Improvement of instruction necessitates an understanding of those who are to receive the instruction. While individual differences of pupils have no doubt been recognized for centuries, it is of comparatively recent date that they have been studied on a wide scale and an attempt made to adapt teaching thereto. Since each individual pupil has a personality of his own, it is the duty of the school to develop this personality as harmoniously and as completely as possible in order that each pupil may secure the maximum benefit under our present system. The Teachers' Handbook on Health Teaching and Health Services, issued by the Department of Education of the Province of Ontario in 1934, contains the following significant statement:

"More and more does the worth-while teacher appreciate the physical, intellectual and emotional limitations and capabilities of the pupils under his or her care. That the teacher should be familiar with the social background and the emotional environment of the child and the health attitude of the home is equally important. Such individual characteristics as cheerfulness, self-consciousness, shyness, truthfulness, temper control, ability to concentrate--all influence the child's ability to make academic progress. But their importance is equally shared by the child's physical make-up, his ability to attend regularly, to hear and see to advantage, to participate fully in ordinary physical activities associated with school attendance, to profit generally by his school opportunities."<sup>7</sup>

For a long time it has been recognized that certain children suffering from physical handicaps demanded special treatment and great strides have been made in this regard. It is becoming more and more recognized that all children are

7. Health Bulletin for Teachers, Vol. VIII, No. 2, New York: Metropolitan Life Insurance Company Press, October 1936,

exceptional in the sense that they have problems which the teacher should recognize and assist each child in solving. These problems arise in the usual processes of growth; defects and handicaps in growth; environmental conditions; family life and our social structure. Such problems should be recognized and met as they arise to prevent cumulative difficulties. This entails the continuous study of each individual pupil and the collection of data, not only for the benefit of the teacher or teachers who happen to be in charge, but for future reference.

Use of Standardized Tests to Discover Pupil Difficulty.-

Standardized tests may be divided for convenience into two groups: intelligence tests and achievement tests.

Intelligence tests help to determine the learning power of the individual. Brueckner and Melby in "Diagnostic and Remedial Teaching" write of intelligence testing

"The results of group tests (group intelligence tests) provide a fairly reliable basis for isolating pupils of inferior or superior mentality." <sup>8</sup>

The results of intelligence tests may be used in high school for educational guidance and for classification. Procter<sup>9</sup> reports that children entering certain high schools indicated the subjects they desired to take, their future educational plans with reference to college, normal school, and the like, and also their vocational ambitions. In addition to this, the educational counsellor had a record of the grades in the elementary school, as well as their intelligence ratings on the Army Alpha and

8. L.J. Brueckner and E.O. Melby, Diagnostic and Remedial Teaching  
New York: Houghton Mifflin Co., 1931, p. 70.

9. W.M. Procter, Psychological Tests and Guidance of High School  
Pupils, Journal of Education Research Memo, No.1, 1921.



Stanford-Binet tests. The tests function as one item in helping the students in arranging their course of study. Some of the uses, then, that the intelligence tests may be put to are, classifications, and educational and vocational guidance.

Achievement tests include such forms<sup>10</sup> as the general survey tests, subject achievement test, analytical subject test, diagnostic test and curriculum test. It is not within the scope of this thesis to deal with each separately, but to show their general use.

If teaching is essentially a problem of producing changes in individuals, the amount of change should be scientifically determined in order to measure progress or retardation. It is thus necessary to compare the learner's ability before teaching with his ability after teaching. The measurement in the past has been chiefly by the question-and-answer method, written and oral. The use of standardized tests in recent years has greatly simplified the measurement and made it a more accurate measurement of factual achievement.

"Improvement has come about by introducing weighted exercises, standardized content, controlled conditions of testing, objective scoring and norms, with which to compare results. There has grown up for these purposes a highly refined statistical procedure. The weighting, for example, is done according to an accepted scientific procedure. It is not left to chance. The content of the standardized test is carefully chosen. Performance on standard tests is studied to assure correspondence between test scores and the ability under measurement. Uniform sets of directions are used by all examiners, and through numerous devices, testing conditions are carefully controlled. The test is given under timed conditions, and finally compared with the norm, or average scores, of similar classes or groups of pupils. Through the application

---

10. Brueckner and Melby, op. cit. p. 69

of such statistical methods, the measuring instruments of education have been greatly refined."<sup>11</sup>

Starch and Elliott carried on a series of investigations to show that teachers' grades are not always reliable.

"Two final examination papers in first year high school English were graded by 142 English teachers in as many high schools, one final examination paper in geometry was graded by 118 teachers of mathematics and one final examination paper in American history was graded by 70 teachers in history. The differences are almost unbelievable. The marks for any given paper run practically over the entire range of the percentage scale ordinarily used. The marks on the first English paper varied all the way from 64 to 98; on the second English paper from 50 to 98; on the geometry paper from 28 to 92; on the history paper from 43 to 90.

"These and many similar investigations seem to establish two facts: (1) that teachers differ enormously in evaluating the same pieces of work in terms of the ordinary grading scale, and (2) that they differ as much in one subject as another. They apparently disagree as much on evaluating a paper in mathematics as one on English or history. Mathematics papers are evidently not graded with mathematical precision any more than are other papers.

More recent studies of judgment indicate that these great variations in evaluation can be materially reduced through agreement upon some common standards of judgment among the judges, and through the training of judges in the application of these standards. The standard test of to-day sets up common standards for giving, scoring and interpreting the results. This renders the examining procedure far more reliable than the traditional written examination."<sup>12</sup>

Ross<sup>13</sup> has shown that a close and accurate check, with full information as to the progress being made at the different stages of the learning and the errors made is not only a motivating factor which is of the utmost importance to the pupils concerned, but, as well, furnishes invaluable information to the teacher

11. Barr and Burton, The Supervision of Instruction, New York: Appleton & Company, 1925, p. 294

12. Op. cit. p. 295

13. C.C. Ross, An Experiment in Motivation, Journal of Educational Psychology, May, 1929, pp. 337-346.

which will aid in diagnosing students' achievement. Such a check also suggests the processes on which more emphasis should be placed and further treatment given.

L. J. Brueckner in "The Value of a Time Analysis of Classroom Activity as a Supervisory Technique" writes of a method of studying the work of the teacher which has attained wide recognition. He writes

"One device that is used extensively is the standardized test, by means of which a teacher can readily evaluate her work in teaching certain of the basic skills, such as those in arithmetic, spelling and reading. The results of standardized tests are also helpful to general administrative and supervisory officers, since they reveal weak or strong points and thus make it possible to give special attention where pronounced weaknesses are found. The objective measurement of classroom products is absolutely essential in any intelligent evaluation of the results of teaching." 14

Cubberley says that

"No single tool developed within the past quarter-century has meant so much for scientific organization and progress of school work as has the introduction of intelligence and educational measurements." 15

#### The Improvement of Instruction Through the Training of the Staff

Importance of Supervision.- The importance of the work of the principal in training teachers in service is indicated in the following statement of Professor W. W. Charters:

"The Principal's main chance lies in training on the job... training on the job means analyzing mistakes and correcting them.

14. L. J. Brueckner: The Value of a Time Analysis of Classroom Activity as a Supervisory Technique, Elementary School Journal, Vol. 25, No. 7, March 1925, pp. 518-21.

15. E. P. Cubberley, The Principal and His School, New York: Houghton Mifflin Company, 1923, p. 486.

A teacher is trained on the job by a principal when the principal observes her, commends her good practices, analyzes her mistakes, and shows her how to correct them." 16

Planning the Supervision.- Planning is a fundamental principle of supervision. C. R. Maxwell, in an article on "Effective Supervision" makes this statement:

"The purpose of supervision is to realize the purpose for which the school has been established. The supervisor must have an idea of an end which he wishes to accomplish, an idea of the methods by which the goal will be best attained, and an idea of the obstacles which must be overcome in adjusting means to reach the end.....Much ineffective supervision exists because the supervisor has failed to make definite plans." 17

E. A. Adams has this to say about the value of planning:

"It (the plan) serves to insure a definite professional program, adapted to the needs of the school and to the ability of the principal, which must be used as a guide to the principal in his work of supervision. It makes certain that the principal has thought his way through certain of the more urgent problems of his organization and has planned to attempt to solve some of them. It acts as a check on the judgment of the principal as to the conditions in his school and indicates his ability to formulate a professional program for improvement of these conditions. It stimulates the principal to definite professional activity. It aids in bringing about an improvement in the type of teachers' meetings being held by making them the centre of a definite professional program. Such a plan has been found to result in definite, clear-cut aims in the professional work of both principal and superintendent to enable the development of standardized procedures, effectively directed, and to prevent the loss attendant on haphazard professional work. In a word, it has been found to result in a degree and type of professional activity highly beneficial to the work of instruction in the schools." 18

Barr and Burton, in "The Supervision of Instruction, give the following excellent summary concerning the planning of supervision:

16. W.W. Charters, The Principal's Main Chance in Journal of Educational Research, February, 1923
17. C. R. Maxwell, Effective Supervision, School and Society Vol. 11, February 21, 1920, p. 214.
18. E. A. Adams, The Principal's Program of Professional Activities Elementary School Journal, Vol. 23, No. 10, June 1923, p. 733.

1. A planned program insures that the supervisor has thought his situation through, analyzed it, and selected for attention the weak spots or new needs.
2. A planned program insures a definite organization of professional activity directed toward the achievement of certain definite objectives. It tends thus to displace mere routine visitation and inspection, vague and general supervision.
3. A planned program is a source of professional stimulation to all concerned.
4. Definite programs constructed by all supervisors make for easier co-ordination of the work of all.
5. Planned programs give the administrative officers, the school board, or other lay observers a definite idea of the work being attempted. It gives them also a basis for judging and evaluating supervision.
6. A planned program is an excellent test of the ability of the supervisory staff.

A good supervisory plan will possess the three following elements:

1. A set of clearly stated definite objectives.
2. A clear-cut outline of the means, devices and procedures to be utilized in attaining these objectives.
3. A clear-cut outline of the criteria, checks or tests to be applied to the results of supervision in order to determine the success, or failure of the program.

The important steps in constructing supervisory plans would then seem to be:

1. Study or survey the situation by any available and suitable means, in order to determine the needs of the system or building.
2. Construct a total list of needs, problems, defects, or new departures which may be made into definite objectives.
3. Select from this list a small number of these problems, and state them definitely as the objectives of the term or year.
4. Outline for each objective the specific and detailed procedures which will be utilized in achieving the ends sought. Provide for flexibility.
5. Outline clearly the criteria, tests or checks which can be used fairly to determine the success or failure of the plan at the close of the period for which it was constructed.
6. Publish this plan in printed, mimeographed or typewritten form. Place it in the hands of the teachers, supervisors,

principals; and if necessary, devote a general meeting to explanation and discussion." 19

It would seem then that the supervisor should decide beforehand the exact items he is seeking to check at each particular inspection. These lists are not for the supervisor alone. They should stimulate self-study, self-analysis, self-evaluation, and self-improvement on the part of the teachers.

The Follow-Up Conference.- After having made a study of the teachers' problems, the next step is to study the facts obtained in order to be able to give the greatest possible assistance. A suitable remedial program should be planned and the teacher led through conference to understand and co-operate in the realization of this program. There is no supervisory activity that demands better judgment, greater insight into human nature, and more skill, than this of ascertaining the true situation and leading the teacher to improve it.

All suggestions that the supervisor makes to the teacher must be in complete harmony with the facts, and based on scientific investigations. The supervisor should have in mind the probable reaction of the teacher to suggestions, and the best methods of getting his recommendations understood. He should pick out a number of points worthy of commendation, as well as the shortcomings that he wishes to improve. A friendly atmosphere must be created, but the conference must always be impersonal. Increased instructional skill should be the goal.

---

19. A. A. Barr and W. H. Burton, The Supervision of Instruction New York: D. Appleton & Company, 1926, pp. 109-111.

Some supervisors do not understand what to do. Cubberley, in his "The Principal and His School" points out some common supervisory mistakes.

"Some principals do not seem to know what to do; others have the idea that they are to act as detectives. The result is much misdirected effort and many mistakes. A common defect in the work of many principals who attempt to give some supervision is that they seem unable to offer constructive service to the teachers after their visits. Some only criticize, many only observe and go away, leaving their teachers entirely in doubt as to what they may have thought of the work they saw. The principal forms his opinion of the teacher and keeps it to himself, the teacher in turn does the same of him. In consequence, it not infrequently happens, in our cities, that a teacher is recommended for dismissal by a principal who has never made any definite attempt to help her, and who perhaps has never given her to understand that her work was other than satisfactory. Many a teacher's professional career would be quite different if she were taken in hand from the start by a strong principal, and helped to a firm foundation based on sound pedagogical procedure.

The supervisory function is sometimes abused, in that it is exercised in a harsh, severe, dictatorial manner. "You do it this way"; "You should have done it this way"; "Don't do it that way"; "You don't do it right"; "You fail to get results" are types of supervisory criticisms not infrequently given. Notes are sometimes left on teachers' desks, in criticism of lessons observed which lead to weeping on the part of the teachers. Some principals seem to visit only at times when conditions are unusual, as though their aim was to detect the poorest work done. Principals have been reported as having entered classrooms with a stenographer, taken down the words of teachers and pupils, left the room without comment, and never to have mentioned the work seen to the teacher afterward. Principals have also been reported as seldom visiting a classroom exercise except toward spring, about the time they would be called upon by the board of education to recommend teachers for dismissal. At that time, they visit certain teachers for a whole day at a time, take notes, and offer no comments or suggestions." 20

It is superfluous to note that all such types of supervision are fundamentally wrong. They destroy confidence and co-operation between the teacher and supervisor, and do a great deal of harm, without achieving improvement.

---

20. E.L. Cubberley, op. cit. p. 432

Teachers' Meetings.- The principal having studied the teachers, will have a knowledge of the prominent factors, elements and differences in his staff and can plan accordingly.

Kyte, in "How to Supervise" summarizes the following general procedure in teachers' meetings:

1. A fundamental interest should be aroused in the teachers.
2. The teachers should be able to see that the meeting is planned to help them meet recognized needs.
3. The past experience and knowledge of the teachers, which are pertinent to the discussion, should be utilized fully.
4. The new experiences in the meeting should contribute directly to the body of professional subject matter needed by the teachers.
5. Throughout the meeting, teacher participation and activity should predominate.
6. Each teacher in attendance at the meeting should be able to profit in some measure as a result of her experiences in it.
7. The meeting should close with a summary of points and values." 21

Demonstration Teaching.- Demonstration teaching is a term applied to lessons designed to illustrate superior teaching technics. The teachers in Valentine's study<sup>22</sup> indicate demonstration teaching as one of the most helpful supervisory activities. More than thirty-five per cent of the teachers in Kyte's study<sup>23</sup> indicate that they want more help from principals, along the lines of demonstration teaching.

Lesson Plans.- The problem of unifying and correlating the work in a school brings to the fore the attitude of the principal toward lesson plans, Reavis, Pierce and Stullken have this to say concerning lesson plans

"Preparing plans will aid any teacher in organizing the

---

21. G.C. Kyte, How to Supervise, op. cit. 218

22. Seventh Year Book: Department of Elementary School Principals National Educational Association, p. 183 and p.195.

23. G.C. Kyte, The Elementary Principal as a Builder of Teaching Morale, 1st Year Book, Department of Elementary School Principals, Michigan Educational Press, 1927, p.50



work for the day, the week, the month, or the year. If all of a group of teachers make plans, and especially if the plans are made as a result of group conference, they should contribute materially to the unification of the work in a large school. Lesson plans should always be used by the principal and teacher as a means to an end, namely, better teaching and better learning by the pupils in the classrooms. The principal should expect his teachers to prepare some sort of lesson plans. At first, the plans may be somewhat elaborate. After a given teacher demonstrates competency in the organization of lesson material, the plans may be abridged or prepared for large units of material or projects." 24

Added Methods for Securing Professional Growth.- In addition to the above methods for securing and encouraging professional growth on the part of the staff, Reavis, Pierce and Stullken,<sup>25</sup> Cubberley,<sup>26</sup> and Barr and Burton<sup>27</sup>, recommend the following: professional reading, summer schools, teachers' organizations, and worthy community activities.

The Improvement of Instruction Through Curriculum Adjustments and Time Allotments

The Use of Curriculum Materials.- While the principal is not required to make a curriculum, he must always remember that "the teachers' chief function is to manage the materials of instruction so as to provide for the best development of the individual child."<sup>28</sup> The principal must therefore be qualified to interpret the curriculum made by the central administration and to modify it to meet the specific needs of his school. Reavis, Pierce and Stullken, writing of this phase of supervision contend that

---

24. Reavis, Pierce and Stullken, op. cit. p. 163

25. Ibid, Chapter XV.

26. E. P. Cubberley, op. cit. p. 476

27. Barr and Burton, op. cit. Chapter XI.

28. G. C. Garrison, K. C. Garrison, The Psychology of Elementary School Subjects, New York: Johnson Publishing Company, p. 189

"Unless he (the principal) is able to stimulate his teachers to evaluate critically curriculum materials, they will tend to become mechanical and formalized in their teaching." <sup>29</sup>

The Time Schedule.- The proper proportion of time devoted each subject is vitally important. Reavis, Pierce and Stullken emphasize this.

"The best curriculum may be vitiated by a poor schedule or by the faulty administration of a good schedule. Through the administration of the schedule especially if given some freedom in its application, the principal may adjust the curriculum to the needs of the particular school. In a foreign-speaking community it may be possible to increase the time given to English and to social studies and thus meet one of the real needs of the school.

In the administration of a time schedule the principal must be governed by the amount of freedom allowed him in applying it, by the needs of his school, and by the wishes and plans of his immediate superior officer, who may have district or division plans calling for adjustments in the time allotted for the various subjects given in the curriculum. In order to administer the time schedule properly, the principal must instruct his teachers regarding the time allotment for each subject, must assist the teachers when necessary in making their room programs conform to the schedule and must check the program of every room to see that the proper time is given to every class. The matter of properly administering the time schedule is of such importance to the functioning of the curriculum in a school that the principal may endanger the efficiency of the whole educational program of his school through neglect or lack of understanding of the time schedule." <sup>30</sup>

#### The Improvement of Instruction Through Extra Curricular Activities.

To help each child to discover his most helpful leisure time activities is a primary problem in education. Since the experience of children acquired outside of school varies

---

29. Reavis, Pierce and Stullken, op. cit. p. 157

30. Ibid, p. 162

markedly<sup>31</sup> the school must provide the opportunities for the children to acquire those social experiences considered fundamental to well rounded development. Accordingly, the school curriculum should be related to all the hours spent out of school, including extra-curricular leisure time activities.

"School years are an important time for developing skills and learning a wide variety of games that will serve the individual throughout his life and that can be modified or enlarged according to the strength of his years and his changing interest." <sup>32</sup>

Again quoting Reavis, Pierce and Stullken, we find

"In the classroom, knowledge and understanding are acquired largely through reading and listening. The assimilative materials are often abstract and may appear artificial to the child. Not so with the extra-curriculum projects which enlist the co-operation of pupils for the realization of common ends. The extra-curricular activities frequently give a real savor to the life of the school. The experiences therein acquired result in genuine satisfactions to the pupils. The taste of successful endeavour in extra-curriculum activities may vitalize for a pupil the entire work of the school and result in the enhancement of his morale." <sup>33</sup>

#### The Improvement of Instruction Through Physical Adjustments.

Present day education requires proper physical conditions as in such essentials as lighting, ventilation and sanitation, and since there is a direct relation between these conditions and school efficiency, the principal is responsible for seeing that they are of the highest standards possible.

"During the school year 1935-36, the Board of Education of Cambridge, Massachusetts, and the Cambridge Electric Light

31. S. E. Chase, Individual Differences in the Experiences of Children, Chicago: Department of Education, University of Chicago, 1927, pp. 125-29.

32. Health Bulletin for Teachers, New York: Metropolitan Life Insurance Company, Volume VII, No. 5, January 1937

33. Reavis, Pierce and Stullken, op. cit. p. 176.

Company co-operated in conducting a school lighting test in which two carefully balanced groups of children were placed, one group in a well-lighted room and the other in a poorly lighted room. At the end of the experimental period, the children in the well-lighted room had gained ten per cent in achievement, or educational, and twenty-eight per cent in reading age over the children in the poorly-lighted room.

To put the principles of adequate light without glare into effect required constant adjustment to environment. The change from a sunny to a gloomy atmosphere, the position of the body and the work in relation to the light source, the light-absorbing character of the materials used, all have to be reckoned with. But if the principles of good lighting are adhered to, the normal eye will render good service without strain, and the abnormal eye may be assisted in carrying the seeing load." <sup>34</sup>

"The supervision by the principal of the use of ventilation<sup>35</sup> facilities by janitor and teachers is no small responsibility."

Strayer and Engelhardt<sup>36</sup> claim that the air should be changed eight times per hour in the classrooms. Since circulation constitutes a very important factor in effective ventilation, the principal should be thoroughly acquainted with the system of ventilation employed in his school. Proper ventilation will include proper temperature and humidity conditions.

Cubberley summarizes effectively the place of the principal in supervision

"As a beginning, the school might well take time to make a health and nutrition survey, to find out what are the actual conditions existing in the school and among the pupils. This may well include the sanitary conditions in the school buildings, toilets, and rooms; the play activities and

34. Health Bulletin for Teachers, New York: Metropolitan Life Insurance Company, Vol. VIII, No. 3, November 1936.

35. Reavis, Pierce and Stullken, Op. cit. p. 369.

36. G.D. Strayer and N.L. Engelhardt, Standards for Elementary School Buildings, New York: Teachers' College, Columbia University Bulletin, p. 24.

possibilities; the heating, lighting, and ventilation of the buildings; the recess periods, study periods, and the home-work; what type of instruction in health is given, how effective is the instruction in cooking and physical training as measured by the health habits of the pupils; what foods the children eat; what kind of lunches they bring to school to eat; how they live and sleep, and how much they sleep; what their health habits are, et cetera. On the basis of the summarized results of such a study the instruction given in hygiene can usually be materially improved, better lessons on proper diet and bodily care given, and many features of the school work and school regimen changed." 37

### The Improvement of Instruction Through Relating the School and the Community.

Progressive theory holds that a major responsibility of principals is to adjust the school to the local community. 38

This means knowing the positive and negative factors which influence the child during the hours outside of the school day. The school, the home, and the church, stand as three great constructive agencies of society. The nature of our form of government makes any close co-operation between the public school and the church impossible, but between the school and the home there can, and should, be the closest co-operation and understanding.

The Parent-Teacher Association.- The parent-teacher association seeks to bring the home and the school into closer relationship with a view to promoting a better understanding of the latter's work and a closer co-operation with it in the interest of the child. 39

---

37. Third Yearbook, Department of Superintendence, National Educational Association, February 1930, Chapter VIII.

38. E. L. Cubberley, The Principal and His School, op. cit. p.548

39. E.L. Cubberley, op.cit. Chapter XVIII.

Reavis, Pierce and Stullken write

"The programs of the parent-teacher association, first of all, should be instructional, connecting the parents and their relations to the children with the things which the school is trying to accomplish. For example, co-operation in maintaining standards of health and hygiene, among the pupils may be a part of the program. Eversull<sup>40</sup> found that very effective results in diet for anemic children were secured through bringing the parents to school to receive information through the school physician and nurse. The association may feel that the community should be made a better laboratory for the training of citizens. As a means of securing improvement, the association might conduct a community survey to discover influences which hinder or aid the development of civic traits in their children. Places of recreation or amusement might be made the subject of investigation, such as the motion picture theatres, which parents and children patronise. The parents of a community have the right to conduct such investigations and the fact that they are taking an intelligent interest in factors affecting the community welfare may be interpreted by those in charge of amusement activities as an invitation to improve. Other activities which the association may advantageously undertake are provision for hot lunches for children in schools not provided with lunchrooms; furnishing financial aid to extra-curricular activities, such as the school newspaper and school library; securing good pictures for the school; improving appearance of school building and ground; financial aid for indigent children; and co-operating with the school's program for leisure activities."<sup>41</sup>

E.W. Cober<sup>42</sup> shows that 140, or 53.8 per cent, of 250 principals of elementary schools found the association very useful and 74, or 28.5 per cent, found it to be sometimes valuable. Mason<sup>43</sup> found that 28, or 84.8 per cent of 33 state superintendents and commissioners of education regarded the parent-teacher association as an important co-ordinating

40. Eversull, F.L. A Study of Certain Diagnostic and Remedial Procedures in the Administration of an Elementary School, Chicago: Unpublished Master's Thesis, Department of Education, University of Chicago, 1927, p. 27.

41. Reavis, Pierce and Stullken, op. cit. p. 451-2.

42. E. W. Cober, Report of Research Committee, National Educational Association Bulletin, Department Elementary School Principals, No. 1 October 1930, pp. 17-18.

43. M.S. Mason, Parents and Teachers, Ginn & Co. 1928, pp. 270-3

agency between school and home, and that 136, or 76.7 per cent of 176 city superintendents reported that it promoted co-operation between school and home, gave favorable publicity to the superintendent's educational program, was of great service in carrying bond issues for school purposes, and was an effective agency in promoting child welfare.

There are other community organizations in which the principal may well be interested, but the above suggests that the parent-teacher association is probably the most important.

Time Spent in Community Work.- The Seventh Yearbook of the Department of Elementary Schools<sup>44</sup> shows that approximately 62 per cent of 614 supervising principals who replied to a questionnaire reported one hour or more of time per week given to community work. The median time per week was 1.96 hours; the five most frequently mentioned activities of general interest were (1) American Red Cross (2) Community Chest Drive (3) Parent-Teacher Association (4) Junior Red Cross (5) Boy Scouts of America. Data such as these should aid in crystallizing the policy of the principal in the school and community. They tend to refute the argument that the principal, as a professional man should not participate in the affairs of his school community.

The principal must not allow community problems to consume too much of his time. His major responsibilities are the efficient administration of his school and professional leadership for his teachers. When these responsibilities are

---

44. National Educational Association Bulletin of Department of Elementary School Principals, The Elementary School Principalship VII, April 1928, pp.249-54.

successfully met, he will have achieved the chief requisites for leadership in the school community. He must decide what portion of his time to devote to community problems. The time spent by successful principals according to the findings of the Seventh Yearbook<sup>45</sup> was on the average of 2.5 hours per week, while the average time of an unselected group of principals was 1.77 hours per week. To avoid the danger of over-use of time on community matters, the principal is advised<sup>46</sup> to formulate definite standards for his guidance, such as

1. Contacts in the community should be broad, not limited to particular groups.
2. Efforts toward community leadership should be consistent, not spasmodic in character.
3. Contacts should result in the improvement of the principal and the school.
4. Contacts should not interfere with the principal's management of his school nor greatly exceed 2.5 hours per week." 47

Courses to Suit Community Needs.- While the curriculum is outlined by the Department of Education, it is becoming more and more flexible, so that the principal is able to adapt his subject program in many ways to suit his particular community. The Program of Studies for the Province of Manitoba<sup>48</sup> outlines such options in the various courses, Matriculation, First Class Normal, Second Class Normal and Statement of Standing.

Correspondence Courses through the Department of Technical Education may also be obtained for students who desire a more practical course in place of the language studies. A principal will do well to study these carefully and relate them to pupil and community needs.

---

45. Ibid, p. 305.

46. Research Bulletin, National Educational Association, The Principal Studies His Job, VI, No. 2., March 1928, p. 112.

47. Ibid, p. 112.

48. Program of Studies, Province of Manitoba, July 1936



School Loyalty.- The above methods if used effectively will create loyalty on the part of both pupils and community. Cubberley<sup>49</sup> notes the following points in developing such loyalty: 1. Make the instruction good. 2. Monitorial science. 3. The playground games. 4. Organization of group activities. 5. Scouts and Leagues. 6. School entertainments. 7. The School Assembly. The writer does not deem it necessary to go into detail with each of these, as the headings themselves suggest procedures.

The Improvement of Instruction Through Research  
and Experimentation

The foregoing suggest to the reader that the improvement of instruction necessitates research and experimentation and the collection of data concerning individual needs. The training of the teacher, the study of curriculum materials, the physical conditions, extra-curricular activities and the community, all indicate the importance of research and experimentation in supervision. Barr and Burton write that

"The experimental study of teaching is a major function of supervision has already been pointed out in an earlier chapter. If supervision is to be permanently effective, it must be scientific.

Notwithstanding training in psychology, statistics and measurement, administrators and supervisors will sometimes slip back into methods of argument, experience, or opinion when confronted with problematic issues. They are likely to refer the problem to some experience of twenty years ago and proceed accordingly. This is not to be wondered at, of course, when it is recalled that scientific methods in education date back less than a quarter of a century. The point of view of

---

49. Cubberley, op. cit. Chapter XVI.

modern education is one of truth-seeking and truth-finding, an attitude which seeks solutions in the scientific study of educational problems. No supervisor of to-day should seriously advocate a procedure, or urge changes, without first ascertaining the facts. Teachers, principals, and supervisors alike are striving toward a better understanding of scientific method. As a result, there is a growing mastery over educational technique such as has not been experienced before."<sup>50</sup>

### Time for Supervision

As shown in Chapter I, the time spent in supervision, particularly in small schools, is very meagre. Reference to a few studies will verify this. A study of regulations of school boards of 30 cities, made by Boggs<sup>51</sup> in 1920, shows the following percentages of duties: Supervision, 10.4; administration, 62.4; clerical, 24.7; teaching, 1.2; and miscellaneous, 1.2. Seven years later, a similar study of the regulations of school boards in 95 cities, reported in the Seventh Yearbook<sup>52</sup> showed the following distribution of duties in each classification: supervision, 10.2 per cent; administration, 61.8 per cent; clerical, 24.8 per cent; teaching 1.1 per cent; and miscellaneous 2.1 per cent. These two studies reveal striking similarity in trends. They show, in particular, the great emphasis placed by school boards and superintendents on the administrative and clerical aspects of the principal's work, to the rather marked neglect of such important functions as supervision and community leadership. These trends are further verified by Leary's study<sup>53</sup>

---

50. Barr and Burton, op. cit. pp. 451-457

51. J. Boggs, Some School Board Regulations Concerning the Elementary School Principal, Elementary School Journal, XX, June, 1920, pp. 730-42

52. Seventh Yearbook, op. cit. p. 217

53. Bernice Leary, Duties of Elementary School Principal in Theory and Practice, Chicago; Unpublished study, 1931, p. 20

of the board rules of 182 cities in 1931, showing the following distribution of duties of the elementary school principal : supervision, 11.6 per cent; administration, 61.2 per cent; clerical, 24.5 per cent; teaching, 0.7 per cent; and miscellaneous, 1.9 per cent. It will be noted that the studies cited, involving different numbers of cities, and made at intervals of several years, nevertheless classify approximately 86 per cent of the duties of the principal as administrative and clerical.

#### The Purpose of This Thesis Re-Stated

Some of the functions, practices and trends of supervision, as expressed by authoritative writers, being briefly summarized in the foregoing sections, the following chapters, as stated in Chapter I, make an examination of what is actually being done in the graded schools of rural Manitoba. Conclusions and recommendations are based thereon.

### Chapter III.

#### The Supervisory and Administrative Activities of the Principal Seen in Relation to Study Practices as Revealed by the Questionnaire

Chapter Two dealt with the functions, practices and trends of supervision as expressed by authoritative writers. Chapter Three is an analysis of the questionnaire<sup>1</sup> to show the situation in general, in regard to supervisory and administrative activities of the principals of the graded schools in rural Manitoba. This Chapter deals with the data collected by means of the questionnaire sent to all principals of the province, and to which 109 principals replied.

The Collection of Data.- Table I is a tabulation of the replies to the question: Do you collect data concerning pupils in order to advise and direct them? Thirty-seven schools, or 33.9 per cent, reported that they do not collect data for this purpose. Of these schools, 36 are High School Departments, and one is a Collegiate Department. All Collegiate Institutes collect data concerning individual pupils. Fourteen, or 12.9 per cent, collect data concerning the most urgent problem cases. Fifty-eight, or 53.2 per cent, collect data concerning all pupils. No school required each teacher to build up for himself a body of data regarding each problem case.

The Use of Standardized Tests.- Table II reveals that 59, or 54.1 per cent, schools do not give intelligence tests. These include 55 High School Departments and 4 Collegiate

---

1. Appendix, pp.

TABLE I.

Tabulation of Reply to question: Do You Collect Data Concerning Pupils in Order to Advise and Direct Them?

Kind of School	H S D		CD	CI	Total	%
	1R	2R				
No. who do not collect data	24	12	1	0	37	33.9
No. who collect data concerning the most urgent problem cases	5	3	3	3	14	12.9
No. who collecting data concerning all pupils	44	4	4	6	58	53.2
No. who require each teacher to build up for herself a body of data regarding each problem case	0	0	0	0	0	0

TABLE II.

Tabulation of Replies to Question Concerning Use of Intelligence Tests

Kind of School	H S D		CD	CI	Total	%
	1R	2R				
No. who do not give intelligence tests	45	10	4	0	59	54.1
No. who use intelligence tests or mental ages as a help in making promotions only	0	0	0	0	0	0
No. who use mental ages or intelligence tests as a help in making classifications only	5	0	2	2	9	8.3
No. who use intelligence tests as a help in making promotions and classifications	7	0	1	1	9	8.3
No. who classify pupils according to teachers' judgment of the abilities of the pupils	61	19	5	6	91	83.5

Departments. Only 8, or (83) per cent, of the 109 schools reported that they use intelligence tests as a help in making promotions and classifications. It is significant that 91 schools, or 83.5 per cent, make use of teachers' judgments in classifying pupils.

The data of Table III shows that 95 schools or 87.2 per cent, do not use standardized tests, other than intelligence tests. Twelve schools use standardized tests to diagnose and appraise the educational status of individual pupils and then attempt to remedy the deficiencies revealed. These twelve principals discuss the results with the teachers individually and at the teachers' meetings. No schools use standardized tests to classify and promote pupils, or to measure the effectiveness of teaching.

Testing Programs.- A study of Table IV shows that 51 principals, or 46.7 per cent, do not encourage teachers to undertake continuous testing programs throughout the year. Eighteen believe that a healthy school situation demands keen competition for results. The opinion of 27 principals is that systematic testing usually results in improving teaching techniques, while 13 feel that it is the easiest way to rate teachers.

The Problem of Failing Pupils.- Table V shows that 55 principals, or 50.5 per cent, give some attention to the causes of individual failures and provide remedial assistance. To the question "What remedial assistance?" eleven answered "Advise teacher to give special attention to such cases." The type of

TABLE III.

Tabulation of Replies to Question Concerning  
Standardized Tests

Kind of School	H	S	D	CD	CI	Total	%
	LR	2R					
No. who do not use standardized tests (other than intelligence tests)	68	17	5	5	95	87.2	
No. who use them to diagnose and appraise the educational status of individual pupils and then attempt to remedy the deficiencies revealed	5	2	2	3	12	11	
No. who classify and promote pupils on the basis of results obtained	0	0	0	0	0	0	
No. who use them to measure the effectiveness of teaching	0	0	0	0	0	0	
No. who file them in individual case folders	0	0	0	0	0	0	
No. who discuss with teachers individually	5	2	2	3	12	11	
No. who discuss at teachers' meetings	5	2	2	3	12	11	

TABLE IV.

Tabulation of Replies to Question Concerning Testing Programs.

Kind of School	H	S	D	CD	CI	Total	%
	1R	2R					
No. who do not encourage teachers to undertake testing programmes	37	8	3		3	51	45.7
No. who believe that a healthy school situation demands keen competition for results	10	5	1		2	18	16.5
No. who believe that systematic testing usually results in improving teaching techniques	18	4	3		2	27	24.5
No. who believe that it is the easiest way to rate teachers	8	2	1		2	13	11.3

TABLE V.

Tabulation of Replies to Question Concerning Organized Plan For Reducing Failures

Kind of School	H	S	D	CD	CI	Total	%
	1R	2R					
No. who have no organized plan	6	0	0		0	6	5.5
No. who have the teachers mark so as to have a certain per cent pass and a certain per cent fail	18	4	2		0	24	22.0
No. who study carefully with the teachers the difficulties of failing pupils and provide remedial assistance	28	12	6		9	55	50.5
No. who have the teachers pass most of the children	21	3	0		0	24	22.0



special attention was not specified. Others wrote "Give improved instruction". "Some pupils take special classes and are permitted to take work in other grades". Twenty-four principals have the teachers pass most of the pupils. The same number have a certain per cent pass and a certain per cent fail. One principal of a one-room high school specified that 95 per cent pass on regular instruction. In only one case, a collegiate institute, was mentioned the giving of standardized tests to find special difficulties.

Pupils Who Have Not Mastered the Previous Year's Work.-

In answer to the question concerning pupils received by promotion at the end of the school year who have not mastered the work of the previous year, Table VI shows that 92 principals, or 84.4 per cent, would tell the teacher to accept the pupil and go on with the work of the new year. Ten would give survey tests on the fundamentals of the previous year and in the light of the results, give systematic re-teaching. Seven principals of high school departments would demote such pupils but "not without a thorough tryout".

The Problem of Extended Range of Ability.- The data of Table VII shows replies to the question concerning a fourth grade teacher who found a large range of reading ability in her room group. Seventy principals, or 64.2 per cent, would advise the giving of tests that analyze reading difficulties, and divide the room into ability groups. Twelve would lend the teacher a book on the teaching of reading, and 27 would

Table VI.

Tabulation of Replies to Question Concerning Pupils Received by Promotion at the End of the School Year Who Have not Mastered the Work of the Previous Year

Kind of School	H S D		CD	CI	Total	%
	1R	2R				
No. who would tell the teacher to accept the pupil and go on with the work of the new year	64	16	6	6	92	84.4
No. who would complain to the inspector or Department of Education about the difficulty of the curriculum and advise immediate revision	0	0	0	0	0	0
No. who would give survey tests on the fundamentals of the previous year and in the light of the results give systematic reteaching	4	1	2	3	10	9.2
No. who would demote such pupils	5	2	0	0	7	6.4

Table VII.

Tabulation of Replies to Question Concerning a Fourth Grade Teacher Who Found a Large Range of Reading Ability in Her Room Group

Kind of School	H S D		CD	CI	Total	%
	1R	2R				
No. who would advise the giving of tests that analyze reading difficulties and divide the room into ability groups	48	8	6	8	70	64.2
No. who would get lists of pupils for promotion and demotion	0	0	0	0	0	0
No. who would lend the teacher a book on the teaching of reading	8	4	0	0	12	10.9
No. who would tell the teacher to coach the pupils after school	17	7	2	1	27	24.9

tell the teacher to coach the pupils after school.

Special Groups.- The question "Have you a special group in your room?" revealed that only two schools, and these are collegiate institutes, have a special group for pupils who do not fit into the regular curriculum.

Individual Case Problems.- In Table VIII is summarized the replies to the question concerning a large boy of thirteen years of age in Grade VI, found to have Grade IV ability in both reading and language. Eight principals would demote him to Grade IV. Twelve would leave him in Grade VI with no special help, and 18 would leave him in Grade VI with treat him as subnormal. The great majority, 71, or 65.3 per cent, would see that he received special help in these subjects with the idea of promoting him on condition to Grade VII. These 71 include all the two-room schools, the collegiate departments and the collegiate institutes. The 30 principals of one-room schools who would leave him in Grade VI, have a very heavy teaching load and feel that the extra time cannot be taken from the normal pupils. Eleven principals noted that they would so arrange their time table that such a pupil could take the reading and language of Grades IV and V, while the other classes were doing "seat work". Three also noted that this would be a solution if the pupil was well up in his other subjects.

The data of Table IX contains replies to the question concerning a thirteen-year-old boy with subnormal intelligence

TABLE VIII.

Tabulation of Replies to Question Concerning A Large Boy of Thirteen in Grade VI Found to Have Grade IV Ability in Both Reading and Language

Kind of School	H	S	D	CD	CI	Total	%
	1R	2R					
No. who would Remote him to Grade IV.	8	0	0	0	0	8	7.3
No. who would leave him in Grade VI with no special attention	12	0	0	0	0	12	10.9
No. who would leave him in Grade VI but treat him as subnormal	18	0	0	0	0	18	16.5
No. who would see that he received special help in these subjects with the idea of promoting him on condition to Grade VII.	35	19	8	9	9	71	65.3

TABLE IX.

Tabulation of Replies to Question Concerning a Use of Intelligence Tests. A 13-Year Old Boy With Subnormal Intelligence in a Low Grade is a Habitual Truant.

Kind of School	H	S	D	CD	CI	Total	%
	1R	2R					
No. who do not give intelligence tests	45	10	4	0	0	59	54.0
No. who would place him in a special truant room	0	0	0	0	0	0	0
No. who would place him in a special subnormal division for boys of his age	0	0	0	0	0	0	0
No. who would leave him in his regular classroom with instructions to the teacher to treat him as a "case" pupil	18	9	4	9	9	40	37.6
No. who would expel him because of truancy	0	0	0	0	0	0	0
No. who would leave him where he is to progress as well as he can	10	0	0	0	0	10	8.3

in a low grade who is a habitual truant. Forty principals who do not give intelligence tests did not answer the suggested solutions. Eighteen one-room, nine two-room four collegiate departments and nine collegiate institutes would leave him in his regular classroom with instructions to the teacher to treat him as a "case pupil" by paying particular attention to his work. Ten principals of one-room schools would leave him where he is to progress as well as he can.

Medical Inspection.-- In reply to the question "Is there a periodic medical examination of pupils in your school?" Table X reveals that sixty-four answered in the negative. Thirty-two keep a physical record of each pupil, but do not report to the parents. Thirteen keep a record and do report to the parents. Among comments, the most important are "All suspects are sent to the medical officer". "Report to district nurse who looks after the matter to our satisfaction".

Malnutrition.-- Closely related to the above is the question concerning malnutrition among pupils. A study of Table XI indicates that 42 principals do not report malnutrition cases. Thirteen principals send a letter to the parents with advice. Fifty organize a health program for the homes and schools, and 20 endeavour to get correct food for school lunches. Nine schools, 5 one-room, and 4 two-room, reported that they serve hot soup in winter. Two one-room schools serve hot cocoa to all children during the winter months at noon.

TABLE X.

Tabulation of Replies to Question Concerning a  
Periodic Medical Examination of the Pupils

Kind of School	H S D		CD	CI	Total	%
	1R	2R				
No. of schools in which there is no periodic medical examination	45	10	5	4	64	58.7
No. who send a report of the medical examination with advice to the parents, but keep no definite records	0	0	0	0	0	0
No. who keep a physical record of each pupil but do not report to parents	20	7	2	3	32	29.3
No. who inform parents and also keep a record	8	2	1	2	13	12

TABLE XI.

Tabulation of Replies to Question Concerning  
Malnutrition Among Pupils.

Kind of School	H S D		CD	CI	Total	%
	1R	2R				
No. who have no malnutrition cases	30	9	3	0	42	38.5
No. who send a letter to the parents requesting that the children be given plenty of food and fresh air	8	2	1	2	13	11.9
No. who organize a health program for the homes and school	38	5	3	4	50	45.9
No. who endeavour to get correct food for school lunches	11	5	1	3	20	18.3

The Supervisory and Administrative Activities of the  
Principal Acting Through the Classroom Teacher

The foregoing presents a picture of the efforts of principals to supervise the learning activities of individual pupils. The activities of the principal through his staff in endeavouring to improve instruction will now be considered.

Classroom Visitation.-The chief activity of a teacher is her classroom practice, and for this reason the writer sought to find out the extent of classroom visitation on the part of the principal and just what procedures were used during the visit.

The replies to the question concerning classroom visitation are tabulated in Table XII. Eighty-eight principals, or 95.4 per cent, do not visit classrooms. One principal, in a collegiate institute, takes complete notes; another in the same type of school does not take notes, but writes down impressions after the visit. A third teacher of a collegiate institute uses a check list to rate the teacher before he leaves the room. Ten speak to the teacher and pupils, and cast a genial influence over the room. In no school is classroom visitation resented. Nine principals do nothing after visitation unless it is considered necessary.

Only five schools of the 109 who replied to the questionnaire answered the inquiry "Have you any teachers on your staff that have many years of experience (ten or more) who use methods not considered up-to-date, but who achieve fair success and results?" Of these five, two were collegiate departments and three were collegiate institutes. One principal of a collegiate institute

TABLE XII.

Tabulation of Replies to Question Concerning Classroom Visitation

Kind of School	H S D		CD	CI	Total	%
	1R	2R				
No. who do not visit classrooms	53	15	5	5	88	80.7
No. who take complete notes, during visitation, of what is going on	0	0	0	1	1	.9
No. who speak to the teacher and pupils and cast a genial influence over the room	4	2	2	2	10	9.2
No. who do not take notes but write down impressions after their	0	0	0	1	1	.9
No. who use a check list to rate the teacher before they leave the room	0	0	0	1	1	.9
No. of schools in which classroom visitation is resented	0	0	0	0	0	0
No. who do nothing after visitation unless it is considered necessary	6	2	1	0	9	8.2

stated that he would give advice as to the more up-to-date method of instruction. The other four would leave teachers of long experience alone and not try to change their methods.

Lesson Plans.- Table XIII shows that the principals of 59 one-room, 12 two-room, 3 collegiate departments and seven collegiate institutes do not require their teachers to write out lesson plans. Only 3 out of 92 principals of high school departments require daily lesson plans, while no teacher of a collegiate is expected to do so. Ten of the high school departments and 3 collegiates require plans for each unit of



TABLE XIII.

Tabulation of Replies to question Concerning Lesson Plans

Kind of School	H S D		CD	CI	Total	%
	1R	2R				
No. who do not require their teachers to write out lesson plans	59	12	3	7	81	73.4
No. who require lesson plans written out for each day	2	1	0	0	3	2.8
No. who require lesson plans for each unit of work only	7	3	2	1	13	12
No. who require lesson plans each day only if the teachers are inexperienced	5	3	4	0	12	10.9
No. who require lessons plans only if, through conference with the teacher, it is considered necessary	4	0	0	1	5	4.6
No. who require lesson plans written out each term	0	0	0	0	0	0
No. who require lesson plans according to a prepared time schedule	5	2	2	0	9	8.2

work. In 12 schools, plans are considered necessary only if the teachers are inexperienced. No principals require plans to be written out each term. Nine schools, which include 7 high school departments and 2 collegiate departments, expect lesson plans according to a time schedule.

Professional Study.- All principals report that they discuss problems with their teachers and offer suggestions. Seventy-nine principals, or 72 per cent, intimate that they expect their staff to do some professional study, and the same number encourage their staff to attend summer school.

Table XIV contains a tabulation of data concerning the above.

The Principal's Chief Objective in the Supervision of Instruction.- A study of Table XV indicates that 35 principals or 32 per cent, which includes 55 per cent of the collegiate institutes, think that the chief objective in the supervision of instruction is to provide better conditions for pupil growth. The majority, 62 per cent, feel that the chief objective is to cast a genial influence over the personnel of the school. Five and one-half per cent think that the securing of data for the annual rating of the teachers is the most important factor. No principal answered that the chief objective is "to inspect periodically the work of the school."

How the New Principal May Best Establish Supervisory Relations With the Staff.- The replies to the question concerning the above topic shows that 76 principals, or 69.7 per cent, believe that encouraging the teachers to study the difficulties of individual pupils and conferring with the teachers frequently is the best way to create a proper relationship between the principal and staff. The remainder, or 30.3 per cent, feel that the commending of good work and fearlessly condemning poor work is the best policy. None believe that the delivering of entertaining lectures, or frequent visitations with many suggestions, are good methods. In Table XVI is tabulated data from replies to this question.

TABLE XIV.

Tabulation of Replies to Question Concerning Professional Study

Kind of School	H S D		CD	CI	Total	%
	1R	2R				
No. who do not endeavour to stimulate interest in professional study among their staff	0	0	0	0	0	0
No. who discuss problems in their school which need study with suggestions	73	19	8	9	109	100
No. who tactfully intimate that they expect their staff to do some professional studying	50	12	8	9	79	72.5
No. who encourage their staff to attend summer school	50	12	8	9	79	72.5

TABLE XV.

Tabulation of Replies to Question Concerning the Principal's Chief Objective in the Supervision of Instruction

Kind of School	H S D		CD	CI	Total	%
	1R	2R				
No. who think that chief objective is to inspect periodically the work of the school	0	0	0	0	0	0
No. who think that the chief objective is to provide better conditions for pupil growth	20	7	3	5	35	32.1
No. who think that the chief objective is to cast a genial influence over the personnel of the school.	51	11	4	2	68	62.4
No. who think that the chief objective is to secure data for the annual rating of the teachers	2	1	1	2	6	5.5

TABLE XVI.

Tabulation of Replies to question Concerning How A New Principal Can Best Establish Himself

Kind of School	H	S	D	CD	CI	Total	%
	1R	2R					
No. who would deliver entertaining lectures at regular meetings of his staff	0	0	0	0	0	0	0
No. who would encourage the teachers to study the difficulties of individual pupils and confer with the teachers frequently	54	10	5	7	76	69.7	
No. who would visit the classroom frequently and offer many suggestions	0	0	0	0	0	0	0
No. who would commend good work and fearlessly condemn poor work	19	9	3	2	33	30.3	

TABLE XVII.

Tabulation of Replies to Question Concerning Teacher Difficulty in Organizing Courses

Kind of School	H	S	D	CD	CI	Total	%
	1R	2R					
No. of principals who help teachers to secure the best available text books, work materials and texts for source material in building up effective divisions	5	1	2	2	10	8.3	
No. who help determine the basic textbook for material and methods	7	2	2	3	14	12.9	
No. who use a course already organized into units as a model	0	0	0	0	0	0	0
No. who let her do her best unaided	11	1	0	3	15	13.7	

The Supervisory and Administrative Activities of the Principal in Relation to the Curriculum and the Library

The Principal and his activities with the pupil and staff respectively have been discussed in the foregoing section. This part deals with the course of study and the library, and the most efficient use of the latter in the improvement of instruction.

The Organization of Courses.- Only 39 replies were received to the questions concerning teacher difficulty in organizing a course of study. A common answer was "The program of studies has the work divided into units!" Table XVII shows that 10 principals help teachers by securing the best available text books, work materials and texts for source material. Fourteen principals utilize the basic text books for material and methods, while 15 let the teacher do her best unaided. None use a course already organized into units as a model.

The Appraisal of the Use of Curriculum Materials.- Eighty-three principals did not reply to the question "Have you any method to appraise the use of curriculum materials. Evidently many principals either are not trained or do not have the time to undertake this work. The data of Table XVIII reveals that of the 26 who replied, 8 sample the work through systematic visitation, 3 give objective tests covering the essentials of the course, and 15 give blackboard exercises.

Reference to Table XIX will show that 58 principals assist the teachers in correlating subjects with the idea of avoiding duplication of materials. Biology and Physiology of Grade I,

TABLE XVIII.

Tabulation of Replies to Question Concerning Appraisal of the Use of Curriculum Materials

Kind of School	H	S	D	CD	CI	Total	%
	1R	2R					
No. who did not reply to question concerning the use of curriculum materials	52	15		3	3	83	76.2
No. who ask the teachers at the close of each school year to prepare a report on the materials covered	0	0		0	0	0	0
No. who sample the work through systematic visitation	3	1		1	3	8	7.3
No. who give objective tests covering the essentials of the course	1	2		0	0	3	2.8
No. who give essay tests	0	0		0	0	0	0
No. who give blackboard exercises	7	1		4	3	15	13.7

TABLE XIX

Tabulation of Replies to Question Concerning Overcrowding in the Curriculum

Kind of School	H	S	D	CD	CI	Total	%
	1R	2R					
No. who do not consider the curriculum overcrowded in any grade or grades	11	7		0	0	18	16.5
No. who assist the teachers in correlating subjects with the idea of avoiding duplication of related materials	37	8		7	6	58	53.2
No. who adhere to the timebut omit the review schedule	0	0		0	0	0	0
No. who follow the course as prescribed, hoping for the best	30	9		7	3	49	44.9

the English courses of IX and X were mentioned in this regard by twenty-five per cent of the collegiated departments and collegiate institutes. Thirty-three principals follow the course as prescribed, and hope for the best, while 49 state that they help adjust the curriculum to the level of the pupil ability.

Overcrowding in the Curriculum.- Only 18, and these were high school departments, do not consider the curriculum to be overcrowded. Three Collegiate Institutes, two collegiate departments and 14 high school departments designated Grades V and IX as being overcrowded.

The Introduction of a New Course of Study.- Table XX reveals that 91, or 83.5 per cent, of the principals permit the teacher to use her own judgment in her interpretation of the curriculum. Eleven high school departments, one collegiate department and one collegiate institute hold a series of meetings with teachers concerned, in which all topics are discussed and evaluated for classroom use. Three collegiate institutes and one collegiate department check results with the teachers.

What Subjects Should the Principal Be Able to Teach Thoroughly.- No principal of collegiate institutes, 34 principals of high school departments and two of collegiate departments think that they should be able to teach thoroughly every subject taught in their school. All the other principals think that they should be able to teach their own subjects thoroughly, and have a thorough understanding of the general principles of teaching. Table XXI shows that the former group constitutes 33 per cent and the latter 67 per cent respectively of those answering the questionnaire.

TABLE XX.

Tabulation of Replies to the Question Concerning the Introduction of a New Course of Study

Kind of School	H S D		CD	CI	Total	%
	1R	2R				
No. who permit the teacher involved to use their judgment in their interpretation of it	67	14	5	5	91	83.5
No. who hold a series of meetings with teachers concerned in which all topics are discussed and evaluated for classroom use	6	5	1	1	13	11.9
No. who mimeograph detailed instructions for the use of the new course by the teacher	0	0	0	0	0	0
No. who observe and tests for results periodically	0	0	1	0	1	.9
No. who check up on results with teachers	0	0	1	3	4	3.7

TABLE XXI.

Tabulation of Replies to question Concerning the Subjects that Principals Should be Able to Teach Thoroughly

Kind of School	H S D		CD	CI	Total	%
	1R	2R				
No. who think that the principal should be able to teach thoroughly every subject in the school	29	5	2	0	36	33.0
No. who think that the principal should be able to teach thoroughly only his own special subjects	0	0	0	0	0	0
No. who think that the principal should be able to teach thoroughly his own subjects with a thorough understanding of the general principles of teaching	44	14	6	9	73	67.0



The Teaching of Music.- A study of Table XXII shows that 83, or 76.2 per cent of the principals departmentalize the music of all grades, selecting for music teachers only those who are exceptionally trained in the subject. This includes all the collegiate institutes and six of the collegiate departments. Twenty require all teachers to teach music to their own classes regardless of their training in music. Six reduce the music curriculum in grades where the teachers are not trained in that subject.

### The Library

Due to the fact that during the last four years the Act requiring annual additions to the library was suspended, the libraries were reported to be in a deplorable condition.<sup>1</sup> Obviously this would curtail effective use of reference reading matter.

Voluntary Reading.- Table XXIII reveals that 50 principals require each pupil to read a maximum of two or three good books each month. Sixteen principals have teachers select and use some special devices for advertising good books, such as a bulletin board. Library cards are used by all collegiate institutes, 4 collegiate departments, and 21 high school departments. Sixty principals require each pupil to write a brief review of each book read, and give credit in some English course. Eighty-three schools build up a graded library in the school. Comments on the question concerning voluntary reading were as follows: "We have pupils bring magazines during the fall months which are available for browsing through in spare

1. See also Report of Department of Education for the Year Ending June 30th, 1936, pp. 47-50

TABLE XXIII.

Tabulation of Replies to Question Concerning the Teaching of Music

Kind of School	H S D		CD	CI	Total	%
	1R	2R				
No. who departmentalize the music work of all grades, selecting for music teachers only those who are exceptionally talented in music	56	12	6	9	83	76.2
No. who require all teachers to teach their own classes regardless of their training in music	12	7	1	0	20	18.4
No. who lessen the music curriculum in grades where the teacher is not trained in music	5	0	1	0	6	5.4

TABLE XXIII.

Tabulation of Replies to Question Concerning Voluntary Reading

Kind of School	H S D		CD	CI	Total	%
	1R	2R				
No. who do not strive to stimulate the interest of pupils in voluntary reading	0	0	0	0	0	0
No. who require each pupil to read a minimum of two or three good books each month	35	7	4	4	50	45.9
No. who have teachers select and use some special device for advertising good books, such as a bulletin board or scrapbook	13	2	0	1	16	14.7
No. who require pupils to secure library cards and read books at home	18	3	4	9	34	31.2
No. who require each pupil to write a brief review of each book read and give credit in some English course	43	13	5	5	66	60.6
No. who build up a graded library in the school	54	15	5	9	83	76.1

time." "I try to select good material such as Magazine Digest, National Geographic, Liberty, McLeans. I find this feature very popular with the students."

The Selecting of Books.- Table XXIV reveals that 75.2 per cent of the principals ask the teacher in charge to make out the list for new library books. Comments on this question show that the teacher in charge in all the high school departments is the principal himself. In the other type of schools, the teacher of English subjects is in charge. The remainder of the principals, namely 24.8 per cent, call the teachers into conference and with their aid make out lists based on the studies of children's interests.

The Recommending of Books.- The writer took a typical case of a suitable list of books for an eleven-year-old boy to make it easy to estimate the methods used in the general recommendation of books. Table XXV shows that 88 principals would talk informally with the boy and confer with his teachers to learn about the boy's reading background and interests, and on this basis recommend a list of books. Twenty-nine of these would also discuss with the father of the boy the books which they liked when boys, and make a joint list on this basis. Sixty-two principals and these include 17 of the aforementioned 29, would examine a list of books suitable for an eleven-year-old boy. These statements represent opinions rather than actual practices.

TABLE XXIV.

Tabulation of Replies to Question Concerning the Selecting of Books for the School Library

Kind of School	H	S	D	CD	CI	Total	%
	1R	2R					
No. who ask the teacher or librarian in charge to make out the lists	55	16	6		5	82	75.2
No. who organize a committee to make the selection	0	0	0		0	0	0
No. who call the school librarian and teachers into conference and with their aid make out lists based on the studies of children's interests	18	3	2		4	27	24.8

TABLE XXV.

Tabulation of Replies to Question Concerning the Recommending of a Suitable List of Books for an Eleven-Year-Old Boy

Kind of School	H	S	D	CD	CI	Total	%
	1R	2R					
No. who would discuss with the father the books which they liked when boys and make a joint list on this basis	21	3	0		5	29	26.6
No. who would have the boy browse around the library for a few hours and report on the books he would like to read	0	0	0		0	0	0
No. who would talk informally with the boy and confer with his teachers to learn about the boy's reading background and interests and on this basis recommend a list of books	58	14	7		9	88	80.7
No. who would examine a list of books suitable for an eleven-year-old boy	36	9	8		9	62	56.9

Library Time Schedules.- Table XXVI reveals that in 80 schools no time schedule is prepared for the use of the library. Sixteen assign each classroom as a unit and set aside a certain time at regular intervals for its use. No schools assign library periods according to subject matter or pupil progress. Comments were "actually does not apply to this type of school." "Pupils have access to all books from student librarian". "Pupils are free to get any book for supplementary reading". This would seem to indicate that such direction of reading as is practised is casual and haphazard.

#### Summary and Conclusions

As shown in Chapter II, authorities agree that the improvement of instruction for pupil growth entails the continuous study of the individual and thus of necessity of collection of adequate data. While sixty-four per cent of the principals collect data concerning individual pupils, the questionnaire reveals that it is very limited and is not of a character suitable for pupil diagnosis. This factor is particularly emphasized when it is seen that out of 109 schools 95 do not use standardized tests. Although a number "advise the giving of tests" to analyze pupil difficulty, they do not know just what to do or what type of test to give. The data collected in the problem of failing pupils, backward pupils in a grade, extended range of ability, and individual case problems, stresses the point that diagnosis and remedial assistance is extremely haphazard.

TABLE XXVI.

Tabulation of Replies to question Concerning a Time Schedule for the Use of the Library.

Kind of School	H S D		CD	CI	Total	%
	1R	2R				
No. who do not prepare a time schedule for the use of the library	56	15	5	4	80	73.4
No. who assign each classroom as a unit and set aside a certain time at regular intervals for its use of the library	5	4	3	4	16	14.7
No. who assign library periods according to subject	0	0	0	0	0	0
No. who assign library periods according to pupil progress; bright students certain periods, retarded students other periods	0	0	0	0	0	0

The data concerning medical inspection and malnutrition indicates that while some good work is being done, much more could be accomplished. The services of the district nurse are not available in many places.

The supervisory and administrative activities of the principal in relation to his staff is also of a negative character. The great majority, 88 out of 109, do not visit classrooms and only three of those that do visit classrooms really make the visits worth while to the teachers.

Very little is done about the preparation of lesson plans. It appears that the value of subh plans, discussed on page 17 is not appreciated.

The "attitude" of principals towards professional study has been shown to be all that is desired, although the study of the replies to the questionnaire indicates that the great majority have had very little, if any, supervisory training. This lack is very definitely revealed in the answers given to the question concerning the principals' chief objective in the supervision of instruction, and the establishment of supervisory relations with the staff.

There appears to be very little attempt to adjust the curriculum to the pupil. The pupil is made to fit the curriculum, or if he is found to be unadaptable, is listed as a failure.

As already noted, library conditions in general are not conducive to effective pupil growth. Although the replies received to the questions regarding the effective use of the library would lead one to believe that much work is being done, the answers to the queries concerning library time schedules indicate that such efforts are haphazard and in need of correction.

#### CHAPTER IV.

##### The Supervisory and Administrative Activities of the Principal Seen in Relation to Matters Other Than Study Practices as Revealed by the Questionnaire

The second part of the questionnaire deals with matters other than the study practices of the classroom and is intended to show the interest and contribution of the principal to extra-curricular activities.

The Promotion of Extra Curricular Activities.- A study of Table XXVII shows that all principals, except three in one-room departments promote a program of extra-curricular activities. All principals, with the above exceptions, see that practically all pupils are engaged in at least one activity and that they receive profit therefrom. Only 14 see that each organization has defined its objective.

The Non-Interested Pupil.- The replies to the question concerning pupils not interested in taking part in extra-curricular activities are tabulated in Table XXVIII. Ninety-eight endeavour to find the pupil's interest, and, if possible, "socialize" it. Three principals of one-room schools excuse such pupils from all such activities. All collegiates and 43 high school departments endeavour to find the cause and remove it.

The Justification of Extra-Curricular Activities.- Table XXIX indicates that 97 principals believe that extra-curricular activities provide opportunities for developing habits of good citizenship. Eighty-four believe pupils become interested in



TABLE XXVII.

Tabulation of Replies to Questions Concerning Promoting Program of Extra Curricular Activities

Kind of School	H S D		CD	CI	Total	%
	1R	2R				
No. who do not promote a program of extra curricular activities in their school	3	0	0	0	3	2.8
No. who see that practically all pupils are engaged in at least one activity	70	19	8	9	106	97.2
No. who see that each organization has defined its objective	7	2	2	3	14	12.9
No. who see that the pupils receive profit from such activities	70	19	8	9	106	97.2

TABLE XXVIII.

Tabulation of Replies to Question Concerning Pupils Not Interested in Taking Part in Extra-Curricular Activities

Kind of School	H S D		CD	CI	Total	%
	1R	2R				
No. who endeavour to find the pupil's interest, and if possible "socialize" it	65	16	8	9	98	89.9
No. who excuse the pupil from all such activities	3	0	0	0	3	2.8
No. who endeavour to find the cause and remove it	32	11	8	9	60	55.0

TABLE XXIX.

Tabulation of Replies to Question Concerning the Justification of Extra-Curricular Activities.

Kind of School	H S D		CD	CI	Total	%
	1R	2R				
No. who believe it provides opportunities for developing habits of good citizenship	66	14	8	9	97	88.9
No. who believe pupils become interested in school life as a result and remain longer in school	62	12	5	5	84	77.1
No. who believe pupils often develop interests that lead to an intelligent selection of vocations	17	7	4	5	33	30.3
No. who believe it acts as a safety valve for the surplus energy of youth thus reducing the disciplinary problems of the school	60	12	7	9	88	80.7

TABLE XXX.

Tabulation of Replies to question Concerning Proper Ventilation.

Kind of School	H S D		CD	CI	Total	%
	1R	2R				
No. who are familiar with all phases of the ventilating system in order to see that it functions properly	44	12	7	8	71	65.1
No. who insist that the teachers properly regulate the ventilation	36	12	5	5	68	62.4
No. who instruct the janitor to check the ventilating system regularly	57	13	7	5	82	75.3
No. who observe the temperature and condition of air daily at regular intervals	39	15	5	7	66	60.6

school life as a result and remain longer in school. Thirty-three are of the opinion that such activities often develop interests that lead to an intelligent selection of vocations. It is also found that 88 principals consider extra curricular activities serve as a safety valve for the surplus energies of youth, thus reducing the disciplinary problem of the school.

The Supervisory and Administrative Activities of the Principal Seen in Relation to the Buildings and Grounds.

Ventilation.- A study of Table XXX reveals that 71 principals familiarize themselves with all phases of the ventilating system in order to see that it functions properly. Sixty-eight insist that the teachers give attention to regulating the ventilation. The janitor checks the ventilating system in 82 schools and in 66 the temperature and condition of the air is checked daily at regular intervals.

Lighting.- A study of Table XXXI shows that 48 principals carefully observe the light at regular intervals. Forty-one instruct the teachers concerning proper lighting. It is seen that 35 conduct a campaign of education throughout the school in order to get both teachers and pupils to appreciate the importance of proper lighting conditions. The majority, 89, make the janitor responsible for the light. One collegiate department principal commented "I trust to each teacher's common sense to make the best use of the facilities available in her own room."

Sanitation.- All principals make regular inspection of toilets. Table XXXII shows that if the toilets were defaced,

TABLE XXXI.

Tabulation of Replies to question Concerning Adequate Lighting

Kind of School	H S D		CD	CI	Total	%
	1R	2R				
No. who carefully observe the light daily at regular intervals	31	7	5	5	48	44.0
No. who instruct teachers concerning proper lighting	27	5	5	4	41	37.6
No. who conduct a campaign of education throughout the school in order to get both teachers and pupils to appreciate the importance of maintaining proper lighting conditions	20	6	5	4	35	32.0
No. who make the janitor responsible for the light	57	13	14	5	89	81.7

TABLE XXXII.

Tabulation of Replies to Question Concerning Sanitary Inspection

Kind of School	H S D		CD	CI	Total	%
	1R	2R				
No. who do not make a regular inspection of toilets	0	0	0	0	0	0
No. who endeavour to create a fine civic spirit in the school so that all will be proud to keep the building free from defacement	73	19	8	9	109	100.
If defaced, No. who would call all the boys into an assembly and lecture them, having some woman on the staff do the same for the girls	42	13	6	5	66	60.5
No. who would find the offending students and expel them	0	0	0	0	0	0

66 would call all the boys into an assembly and lecture them, having some woman on the staff do the same for the girls. All principals would endeavour to create a fine civic spirit in the school, so that all will be proud to keep the buildings free from defacement. None would find the offending students and expel them

The School Yard.- Eighty principals assign teachers to the supervision of the school yard in accordance with a schedule. Seventeen care for the yard themselves, while 5 make it a duty of pupil monitors, the latter are one-room high school departments. Seven of the latter type of school leave supervision of the yard to the janitor. Data for the above are tabulated in TableXXXIII.

The Janitor.- In Table XXXIV is tabulated the replies to the question concerning the relation between the janitor and principal. Ninety-nine report that they consider him a co-worker and treat him as such. These include all two-room schools, collegiate departments and collegiate institutes. All principals of the latter schools also insist that orders come from them. Sixty-three principals of one-room schools answered likewise.

The Supervisory and Administrative Activities of the Principal Seen in Relation to School Loyalty and Community Interest.

School Loyalty on the Part of the Pupils.- In Table XXXV is tabulated the replies to this topic. From this it is seen that 56 schools build up creditable athletic teams. This includes all collegiate departments and collegiate institutes. All schools endeavour to establish a program of education which merits the respect of pupils and causes them to take pride in upholding its

TABLE XXXIII.

Tabulation of Replies to question Concerning the Supervision of the School Yard

Kind of School	H S D		CD	CI	Total	%
	1R	2R				
No. who assign teachers to the task in accordance with a schedule	47	17	7	9	80	73.4
No. who care for the yard themselves	14	2	1	0	17	15.6
No. who make it a duty of pupil monitors	5	0	0	0	5	4.6
No. who leave supervision of the yard to the janitors	7	0	0	0	7	6.3

TABLE XXXIV.

Tabulation of Replies to Question Concerning the Janitor

Kind of School	H S D		CD	CI	Total	%
	1R	2R				
No. who consider him a co-worker and treat him as such	57	19	8	9	91	83.5
No. who permit any teacher to give him orders	0	0	0	0	0	0
No. who insist that all orders come from them	63	19	8	9	97	88.9

TABLE XXXV.

Tabulation of Replies to Question Concerning the Development of School Loyalty on the Part of the Pupils.

Kind of School	H S D		CD	CI	Total	%
	1R	2R				
No. who build up creditable teams	32	7	8	9	56	51.4
No. who establish a program of education which merits the respect of pupils and causes them to take pride in upholding its standards	73	19	8	9	109	100
No. who discuss the need of school loyalty in assembly period	73	19	8	9	109	100

TABLE XXXVI

Tabulation of Replies to Question Concerning the Securing of Community Interest

Kind of School	H S D		CD	CI	Total	%
	1R	2R				
No. who systematically acquaint the community with the needs and work of the school through pupil talks, public meetings, letters, and so on.	13	9	1	1	24	22.0
No. who acquaint the community with special school needs when they arise	13	9	1	1	24	22.0
No. who call on as many parents as possible and discuss school policies with them	7	1	0	0	8	7.3

standards. In addition, all principals are agreed that it is good policy to discuss the need of school loyalty in assembly periods.

School Loyalty on the Part of the Community.- All principals report that they seek to develop school loyalty on the part of the community through the courses offered. Only 8 high school departments, 2 collegiate departments and 3 collegiate institutes made answers to the questions: "Do you offer courses or engage in activities covering as many fields as possible?" "Do you supplement other educational agencies in the community by offering courses which the pupils of the community wish?" "Do you secure a high rating for your school by adhering closely to the curriculum?" The courses listed by 10 high school departments, 3 collegiate departments and 3 collegiate institutes for securing community loyalty were; Agriculture and Vocational courses. Two Collegiate institutes name commercial courses. Five principals, two from collegiate departments and three from institutes, advocated manual training and domestic science. The educational agencies in the Community listed most frequently were: Women's Institute, Boy Scouts and Girl Guides. One principal of a one-room school stated that the only educational agency other than the school was the church.

Community Interest.- Community interest and community loyalty are closely related because it follows that there must be interest or there can be no loyalty. Table XXXVI reveals that only 24 principals systematically acquaint the community with the needs and work of the school through pupil talks, public meetings, letters, and such like. The same number acquaint the



community with special school needs when they arise. Eight principals of high school departments call on as many parents as possible and discuss school policies with them.

Time Devoted to Community Affairs.- An examination of Table XXXVII shows that 82 principals, or 75.2 per cent, believe that the time devoted to community affairs should be limited. Three believe that the time should be great because the community expects it. Fourteen are of the opinion that the time should be governed by the need of acquainting the community with the work and program of the school. Ten believe the time should be controlled solely by personal affairs. Three principals of high school departments noted that "your job is at stake" if you do not devote a great deal of time to community affairs.

Parent-Teacher Associations.- Table XXXVIII and XXXIX show the activities and benefits of parent-teacher associations as revealed by the questionnaire. Eighty-eight schools, which include 62 one-room, 15 two-room, 5 collegiate departments and 6 collegiate institutes, do not have parent-teacher associations. Twenty associations follow programs on what they consider important problems. These programs are planned with the aid of the teacher.

Table XXXIX shows that while no principals find that the parent-teacher association causes more trouble than good, 10 believe that it causes neither trouble or good. Eleven find that the parent-teacher association is of real help in coordinating the home and the school.

TABLE XXXVII.

Tabulation of Replies to Question Concerning the Time in an Average Week Devoted to Community Affairs

Kind of School	H S D		CD	CI	Total	%
	1R	2R				
No. who believe that the time should be very limited, because other demands are more important	61	13	5	3	82	75.2
No. who believe the time should be great because the community expect it	2	0	0	1	3	2.8
No. who believe the time should be governed by need of acquainting the community with the work and program of the school	6	4	1	3	14	13.8
No. who believe the time should be controlled solely by personal affairs	4	2	2	2	10	8.2

TABLE XXXVIII.

Tabulation of Replies to Question Concerning Activities of Parent-Teacher Association

Kind of School	H S D		CD	CI	Total	%
	1R	2R				
No. who have no parent-teacher association	62	15	5	6	88	80.7
No. who follow programs outlined by other parent-teacher associations	0	0	0	0	0	0
No. who plan its programs with the aid of the teachers	11	4	3	2	20	18.3
No. who plan its program quite apart from the advice of themselves and their staff	0	0	0	0	0	0

TABLE XXXIX.

Tabulation of Replies to Question Concerning the Benefit of Parent-Teacher Association

Kind of School	H S D		CD	CI	Total	%
	1R	2R				
No. who have no parent-teacher association	62	15	5	6	88	80.7
No. who find that the parent-teacher association causes more trouble than good	0	0	0	0	0	0
No. who find that the parent-teacher association is of real help in co-ordinating the home and the school	4	2	2	2	11	10.1
No. who find that the parent-teacher association causes neither trouble or good	7	2	1	0	10	9.2

Distribution of the Principal's Time as Revealed by the Questionnaire

The Principal's Time.- A study of Table XL shows that 92.3 per cent, 90 percent, 86.18 per cent, and 80 per cent, of the principal's time in one-room, two-room, collegiate departments and collegiate institutes, respectively, is spent in actual classroom teaching. Fourteen per cent of the time in all schools is spent in direct supervision of teaching. The high school departments spend only 4.57 percent of this time in comparison with 9.33 per cent spent in supervision in collegiates.

TABLE XI.

Type of Activity	Per Cent of Time				Total No. Engaged in each type				
	LR	2R	CD	CI	LR	2R	CD	CI	Total
<u>Actual Teaching Time</u>	92.3	90.0	86.1	80.0	73	19	8	9	109
<u>Direct Supervision of Instruction</u>									
1. Observation and criticism of teaching									
(a) Preparation for observation	0.00	0.00	0.00	0.69	0	0	0	3	3
(b) Observation of instruction	0.67	1.00	1.00	2.00	10	4	3	4	21
(c) Study dealing with observations	0.00	0.00	0.00	.67	0	0	0	1	1
(d) Conference on observation	0.33	0.67	1.00	1.00	4	2	2	4	12
(e) Reports on observation	0.00	0.00	0.00	0.00	0	0	0	0	0
2. Demonstration Teaching									
(a) Preparation	0.00	0.00	0.00	0.00	0	0	0	0	0
(b) Teaching	0.00	0.00	0.00	0.00	0	0	0	0	0
(c) Observing	0.00	0.00	0.00	0.00	0	0	0	0	0
(d) Discussing	0.00	0.00	0.00	0.00	0	0	0	0	0
3. Conferences with teachers on teaching	0.67	1.33	1.33	2.00	4	2	2	4	12
<u>Total for Direct Supervision of Teaching</u>	<u>1.67</u>	<u>3.00</u>	<u>3.33</u>	<u>6.34</u>					
<u>Improving Conditions For Teaching</u>									
1. Analysis and classification of pupils									
(a) Giving tests and interpreting results	0.33	0.67	2.00	2.33	28	9	4	9	50
(b) Follow-up work as a result of (a)	0.33	0.33	1.00	1.00	15	3	3	5	26
2. Conferences and case studies									
(a) with pupils	0.33	0.67	1.00	2.00	60	14	7	9	90
(b) with parents	0.33	0.33	0.33	0.33	22	11	7	6	46
<u>Total for Improving Conditions for Teaching</u>	<u>1.32</u>	<u>2.00</u>	<u>4.33</u>	<u>5.66</u>					

TABLE XL (continued)

Type of Activity	Per Cent of Time				Total No. Engaged in each type				
	1R	2R	CD	CI	1R	2R	CD	CI	
<u>Experimental Teaching,</u> such as trying out new ideas	0.00	0.00	0.00	0.00	0	0	0	0	0
<u>Organization and Administration</u> Classroom, playground, special programs, office and clerical work, inspection, discipline, and such like	4.71	5.00	6.24	8.00	73	19	8	9	109
Total	100	100	100	100					

Taking a 1500 minute week, this table may be summarized as follows:

Type of Activity	Time in Minutes			
	1R	2R	CD	CI
Classroom teaching	1385	1350	1290	1200
Organization and Administration	70	75	95	120
Supervision of Instruction	25	45	50	95
Improving conditions for Teaching	20	30	65	85
	<u>1500</u>	<u>1500</u>	<u>1500</u>	<u>1500</u>

These facts clearly demonstrate a major reason for the lack of supervision--the heavy teaching load. When a principal has from 1200 to 1385 minutes of teaching out of every 1500 in an average week, he has little or no time for direct supervision of teaching. Some of the notes made concerning this part of the questionnaire tell the story. "Does not apply to this type of

school"; "Carry full teaching load"; "With 40 minutes a week free from teaching, only the most urgent problems in supervision can be dealt with"; "My actual teaching time 100%"; "I teach twenty-one subjects a day".

Only three principals out of the one hundred and nine who replied, and these are all in collegiate institutes, make any preparation for observation of instruction, while only 21 make any observation at all. The higher the type of school, the greater the per cent of activity dealing with each of the main divisions, classroom teaching, organization and administration, supervision of instruction, and improving conditions for teaching. This study shows that size and type of school are important factors in determining the time and attention devoted to supervision. Were data available, professional and academic training might appear as factors.

#### Summary and Conclusions

As far as extra curricular activities are concerned, this study shows that more time and effort are devoted to promoting community relations than is true of classroom supervision. Much good work is being done with the creditable aims in view of developing good citizenship, keeping pupils interested in education, creating interests that often tend to intelligent selection of vocations and the lessening of disciplinary problems in the school.

Satisfactory supervisory and administrative activities are shown to exist in connection with the buildings and grounds. The ventilation, lighting and sanitation appear to be receiving considerable attention. This is also true of the supervision of the yard. The great majority, 99 out of 109, have excellent relations with the janitor. They consider him a co-worker and treat him as such. Principals in general seem to be utilizing suitable methods, in so far as it is possible, to create loyalty on the part of the pupil, but very little is done to acquaint the community with the school work and its needs. "The time devoted to community affairs should be limited" is the reply given by 82 in answer to the question relating to this matter.

Parent-teacher associations play very little part in the activities of school principals. Only 21 out of 109 have such associations and the value in ten of these is negligible. Only eleven find the work of the school and home is co-ordinated by such activity. It would seem that principals would do well to study the advantages of such organizations as shown in Chapter II and attempt to make them an effective force in school affairs.

The foregoing chapters emphasize the lack of proper supervision in the graded schools of rural Manitoba. The study reveals that this is partly due to the heavy teaching load, but more especially to the lack of training of the principals in supervision.

CHAPTER V.

The Supervisory and Administrative Activities  
of the Writer in His Own School

In this chapter the writer briefly discusses some of the practices, supervisory and administrative, which he carries on in his own school. Since the replies to the questionnaire reveal that conditions in regard to activities other than those relating to study activities, such as ventilation, sanitation, lighting and extra-curricular activities, are in general satisfactory, these will not be discussed further. The writer's school includes a public school, Grades One to Seven, and a collegiate institute, Grades Eight to Twelve. Experience and qualifications of the staff are given in Table XLI.

Table XLI

Qualifications and Experience of the Staff in  
the Writer's School

Grade Taught	Male or Female	Acad.	Qualifications	Experience in Years		
				Total	In present school	
<u>Collegiate</u>						
IX-XII	M	B. A., B. Sc., B. Ed.	Coll. First Perm.	12	7	
IX-XII	M	B. A.	Coll. First Perm.	7	4	
IX-XII	M	B. A.	Coll. First Perm.	4	1	
IX-XII	M	B. A.	Coll. First Perm.	3	1	
XI-XII	F	B. A.	Coll. First Interim	1	1	
VIII	F	B. A.	Coll. First Perm.	20	4	
<u>Public School</u>						
			Mean	8	3	
VII Sr.	F	Grade XII	1st Class A	28	25	
VII Jr.	F	B. A.	1st Class A	10	9	
VI	F	Grade XII	1st Class B	18	5	
V	F	Grade XI	2nd Class	18	12	
IV	F	Grade XII	1st Class A	16	15	
III	F	Grade XII	1st Class B	15	14	
II	F	Grade XI	2nd Class	12	9	
I	F	Grade XII	2nd Class	12	6	
			Mean	16	12	



The above table reveals that the academic qualifications as a whole are very satisfactory, comparatively speaking. The public school staff have a great deal of experience, the mean total experience being 16 years, while the mean experience in their present school is 12. The total mean experience of the collegiate teachers is 8 years, while the mean experience in their present school is only 3 years. The latter figure is low because of recent changes in the staff.

The writer is principal of the collegiate institute, and has the privilege, due to the co-operation of the principal and staff of the public school, of supervising all Grades I-XII. He may be termed a supervising principal. He teaches thirty half-hour periods out of a forty-five period week. The other fifteen periods are spent in supervisory and administrative activities.

The Improvement of Instruction by the Collection  
of Data Concerning Individual Pupils.

Use of Standardized Tests for Homogeneous Grouping.- All pupils from Grades I-XII are given intelligence tests. Intelligence tests are used along with general health, teacher judgment and school achievement as a factor in the formation of homogeneous groups. Table XLII shows the frequency distributions of the I.Q.'s from Grades I-XII, 1933-34.

In comparing Tables XLII and XLIII and checking each pupil's age and I.Q., the writer found that the older children in a given grade are the duller and the younger are the brighter. It is significant that all pupils with an I.Q. over 112 are either in the proper grade according to age grade schedules

TABLE XLII.

Frequency Distribution of the I.Q.'s  
from Grades I-XII, 1933-34

I.Q.	Grades and I.Q. Frequencies												Total
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	
130-139					1	2	2	1					6
120-129	1	2	2	2	3	0	4	3	2	4	4	5	32
110-119	6	7	5	8	7	4	6	6	10	7	5	5	76
100-109	16	12	13	7	11	12	13	9	16	15	8	16	145
90-99	13	11	9	15	14	10	7	8	8	4	2	4	105
80-89	8	7	5	6	3	5	2	1	2				39
70-79	4	3	6	10	1	5			1				30
60-69	1	1		3									5
50-59	2	1											3
Total	51	44	40	51	40	38	34	28	39	30	19	30	444
Median I.Q.	95.8	97.7	101.2	93.8	103.2	98.4	107.6	106.8	105.0	112.0	116.0	108.1	100.1

TABLE XLIII.

Age Grade Distribution of Pupils 1933-34

Age	Grades												Total
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	
6	8												8
7	37	12											49
8	6	20	11	1									38
9		10	22	6									38
10		2	6	30	5	1							44
11			1	9	23	6							39
12				5	9	17	7						38
13					1	8	18	10	4				41
14					1	3	6	10	12	1			33
15					1	3	2	5	15	8		1	35
16							1	2	6	14	7	1	31
17								1	2	4	10	7	24
18										2	2	12	16
19										1		8	9
Over 20												1	1
Total	51	44	40	51	40	38	34	28	39	30	19	30	444

or accelerated.

The children from Grades I to IX are classified into two ability groups in each grade. The classroom teacher is thus able to give more time and individual attention to the poorer group in her room. It was reported that the poorer group progressed much more satisfactorily and the superior group were able to do extra work, such as more extensive reading, and thus benefit by an enriched curriculum. Subsequent achievement tests given at intervals of from four to six weeks verified these conclusions. The results at the end of the school term also justified this procedure.

#### Special Classes

The classification of pupils into homogeneous sections in each grade is not a cure-all. The writer has found that courses of study and methods of instruction must be adapted to the different levels of ability. A group known as the Commercial Class was organized in the fall of 1936 for those pupils in Grades VIII, IX and X who had neither aptitude nor desire for one or more of Latin, French and Music. The time table was so arranged that when these subjects were being taught, tardy students could study, under supervision, one, two or three of the following: Business Arithmetic, Bookkeeping and Commercial Geography. Table XLIX shows the number according to grade, sex and subject. The class has been even more successful than was anticipated. Not only are the above pupils making good progress in the commercial

subjects, but they show an improvement in the subjects on the prescribed course in which they were formerly regularly making low marks. It would seem that previous to the organization of the class, the subjects in which they were not interested had an adverse effect on their attitude to the other subjects. The disciplinary problem, due to formerly non-interested pupils, is also reported to be reduced.

TABLE XLIV.

Number of Pupils Taking Commercial Subjects 1936-37

		Subjects			
Grade		Business Arithmetic	Book- keeping	Commercial Geography	Total
VIII	Boys	4	0	0	4
VIII	Girls	3	0	0	3
IX	Boys	9	4	7	20
IX	Girls	4	1	6	11
X	Boys	2	0	1	3
X	Girls	0	0	0	0

Diagnosis of Pupil Difficulty by Means  
of Standardized Tests

The following investigation illustrates what may be done to aid teachers in the diagnosis of pupil difficulty in certain subjects by means of standardized tests. It also shows how the principal might inspire an interest in his teachers for such tests.

The writer, with the co-operation of the teachers, carried out experiments with 164 pupils from Grades IV to VIII, to diagnose sources of errors in the fundamentals. The pupils were distributed as follows: Grade IV - 29; Grade V Senior - 31; Grade VI - 30; Grade VII - 34; Grade VIII - 40.

The Diagnostic Chart for Fundamentals of Arithmetic, prepared by Buswell and John<sup>56</sup> was used. Table XLV gives the results of Grade IV. Similar tables for Grades V to VIII were made so that each class teacher would be able to teach at the points of error. Tables XLVI-XLIX were a summary of the eleven types of errors made throughout the grades. The columns headed "Habit" refer to the specific habits listed by Buswell and John.

The study shows that the most frequent errors in Grades IV to VIII inclusive in the fundamentals are as follows:

Addition

Percentage of Error	Rank	Habit
47.5	1	Errors in combinations
10.2	2	Wrote number to be carried
8.8	3	Forgot to add carried number
7.8	4	Errors in reading
7.7	5	Counting
5.9	6	Carried wrong number
3.9	7	Omitted one or more digits
3.0	8	Carrying when there was nothing to carry
2.6	9	Disregarded column position
1.3	10	Irregular procedure in column
1.1	11	Used Wrong fundamental operation

Subtraction

45.9	1	Errors in combinations
19.5	2	Did not allow for having borrowed
15.6	3	Errors due to zero in minuend
9.2	4	Counting
3.1	5	Deducted from minuend when borrowing was not necessary
2.4	6	Ignored a digit
1.4	7.5	Subtracted minuend from subtrahend
1.4	7.5	Confused process with division or multiplication
1.2	9	Added instead of subtracting
.3	10.5	Failed to borrow, gave zero as answer
.3	10.5	Based subtraction on multiplication combinations

56. G. T. Buswell and L. John, Diagnostic Studies in Arithmetic, Chicago; Ginn & Co. 1926

Table XIV.

A Summary of the Scores and Errors Made By Grade IV  
in Buswell's and John's Fundamentals of Arithmetic

P	A	S	M	D	T	I.Q.	Addition	Subtraction	Multiplication	Division
	46	44	44	42	176		Errors	Errors	Errors	Errors
1	43	39	31	26	139	130	7, 11, 13	3. 1. 1. 2	Chiefly Numbers 1. 4. 6. 7. 15. 22 13. 17. 32. 8. 2	Test is not in division (November)
2	43	36	32	23	134	122	21, 23	6. 3. 3. 3. 3. 3. 1. 1		
3	45	43	30	27	145	122	6,	16.		
4	40	37	34	23	134	120	1. 1, 6. 11 21	1. 1. 11. 3. 3. 4. 2		
5	41	44	25	15	125	119	6. 6, 13 21, 23			
6	42	42	35	14	133	118	1. 1, 13. 1, 3. 2	1. 11. 2		
7	42	36	36	17	131	118	1. 1, 6. 7, 13. 2	1. 1. 19. 2		
8	42	38	36	18	134	114	1. 6, 6. 13, 2	1. 1. 1. 1. 1. 33. 2		
9	46	44	41	27	158	111		1. 15. 22		
10	43	43	36	27	149	111	11, 1. 6 23	3.		
11	42	37	26	22	127	111	1 11 21 23	1. 3. 3. 3. 3. 3. 2. 2		
12	43	40	39	22	144	109	1. 1. 1. 2 3	13. 4. 2. 2	17. 17. 18. 32. 1	
13	38	39	25	17	119	109	1. 1. 1. 1. 6, 13, 15	1. 1. 1. 4. 12. 2	See Note pupils 1-6	
14	44	39	34	23	140	108	6. 7	3. 3. 4. 11. 2. 4		
15	32	43	30	19	124	105	2, 6, 11 11 27	1.		
16	45	23	31	17	116	103	13. 23	Very poor		
17	42	41	39	17	139	101	1. 6. 6. 6. 16	1. 1. 3		1. 2. 13. 23. 22
18	37	41	32	17	127	98	1. 1. 21. 23. 23. 23	1. 1. 3		See Note pupils 1-6
19	46	43	28	15	132	98	1. 6. 2. 7. 13. 13	19		
20	36	34	30	13	113	96	5. 6. 6. 7. 7. 13	1. 1. 1. 1. 3. 6		
21	39	39	19	12	109	96	1. 6	1. 1. 3. 3. 3.		
22	44	37	20	18	119	94	20. 23. 23. 26	1. 1. 11. 4. 4. 6. 2		
23	40	42	32	9	91		2. 7. 9. 13. 28	3. 3. 21. 4		
24	38	39	27	16	120	90	1.	1. 1. 3. 3. 4. 4. 4. 2		
25	45	43	40	27	155	88	1. 6. 6. 7. 12. 21	3. 1	1. 8. 15. 22	
26	41	41	30	25	137	88	1. 18. 18. 18. 18	1. 1. 3	See Note pupils 1-6	
27	34	41	35	17	127	87	11. 11. 12. 12. 3	1. 1. 3		
28	33	35	21	16	105	88	2. 5. 13. 23.	1. 1. 11. 33. 2		
29	29	17	16	5	67	76	2. 5. 13. 23.	very poor		

P - pupil    A - Addition    S - Subtraction    D - Division  
 M - Multiplication    T - Total    I.Q. - Intelligence  
 1. The numbers under "Errors" refer to the Error Chart <sup>Quotient</sup> given in connection with Buswell's and John's Test.

Table XLVI.

Total and Percentage of Errors in Grades IV-VIII in Addition

Habit	Errors in Grade					Total A	% of Errors					% Total B
	4	5	6	7	8		4	5	6	7	8	
1	52	34	42	35	15	178	36.7	45.3	60	61.4	48.4	47.5
2	11	7	4	4	3	29	7.8	9.3	5.7	70	96	7.7
3	2	-	3	-	-	5	1.4	-	4.3	-	-	1.3
6	22	3	3	2	3	33	15.6	4.0	4.3	3.5	9.6	8.8
7	9	10	-	3	-	22	6.3	13.3	-	5.3	-	5.9
10	8	6	1	-	-	15	5.6	8.0	1.4	-	-	3.9
12	3	-	5	-	2	10	2.1	-	7.1	-	6.4	2.6
13	12	10	7	5	4	38	8.4	13.3	10.0	8.8	13.0	10.2
18	4	-	-	-	-	4	2.8	-	-	-	-	1.1
21	6	-	2	3	-	11	4.2	-	2.8	5.3	-	3.0
23	15	5	3	5	4	30	9.2	6.7	4.3	8.8	13.0	7.8
Totals	142	75	70	57	31	375	100	99.9	99.9	100.1	100	99.8

Table XLVII.

Total and Percentage of Errors in Grades IV-VIII in Subtraction

Habit	Errors in Grade					Total A	% of Errors					% Total B
	4	5	6	7	8		4	5	6	7	8	
1	56	37	37	28	13	165	42.8	39.7	54.4	50.0	50.0	45.9
2	15	7	5	5	1	33	11.5	8.9	7.4	8.9	3.8	9.2
3	34	21	8	7	-	70	28.2	26.7	11.8	12.5	-	19.5
4	12	10	12	13	9	56	9.2	12.8	17.6	23.2	34.6	15.6
6	4	1	-	-	-	5	3.1	1.3	-	-	-	1.4
11	2	2	-	-	-	4	1.6	2.6	-	-	-	1.2
16	1	-	-	-	-	1	.8	-	-	-	-	.3
19	1	3	2	1	1	8	.8	3.9	2.9	1.8	3.9	2.4
21	1	2	4	2	2	11	3.1	2.6	5.8	3.6	7.8	3.1
22	4	1	-	-	-	5	3.1	1.3	-	-	-	1.4
24	1	-	-	-	-	1	.8	-	-	-	-	.3
Totals	131	78	68	56		359	99.7	99.8	99.9	100	100.1	100.3

Table XLVIII

Total and Percentage of Errors in Grades IV-VIII in Multiplication

Habit	Errors in Grade					Total A	% of Errors					% Total B
	4	5	6	7	8		4	5	6	7	8	
m1	61	47	42	36	21	207	18.8	20.8	22.4	28.3	25	21.9
m2	23	12	10	5	3	53	7.1	5.3	5.4	3.9	3.6	5.6
m4	8	3	-	-	-	11	2.5	1.3	-	-	-	1.2
m6	34	28	24	13	11	110	10.5	12.4	12.9	16.2	13.1	11.6
m7	17	12	8	8	5	50	5.3	5.3	4.3	6.3	5.9	5.3
m8	37	17	7	9	7	77	11.1	7.5	3.8	7.1	8.3	8.4
m13	12	2	-	-	-	14	3.7	.9	-	-	-	1.5
m15	48	40	35	20	15	158	14.8	17.8	19	15	17.9	16.7
m17	43	39	32	23	13	150	13.3	17.2	17.2	18.1	15.9	15.9
m22	35	22	24	13	9	103	10.9	9.7	12.9	10.2	10.7	10.9
m32	6	4	3	-	-	13	1.9	1.8	1.6	-	-	1.4
Totals	324	226	185	127	84	946	99.9	100	99.7	99.7	100.3	100.4

Table XLIX

Total and Percentage of Errors in Grades IV-VIII in Division

Habit	Errors in Grade					Total A	% of Errors					% Total B
	4	5	6	7	8		4	5	6	7	8	
d1	-	56	47	45	23	171	-	26.9	28.3	35.2	24.2	28.6
d2	-	18	14	9	7	48	-	8.7	8.4	7.1	7.4	8.0
d3	-	41	35	27	19	122	-	19.7	21.2	21.0	20	20.4
d4	-	9	5	3	3	20	-	4.3	3.0	2.3	3.2	3.3
d10	-	13	12	10	12	47	-	6.3	7.2	7.9	12.7	2.9
d11	-	19	12	7	6	44	-	9.1	7.2	5.5	6.3	7.7
d14	-	6	4	3	1	14	-	2.9	2.4	2.3	1.3	2.3
d20	-	32	28	21	21	102	-	15.4	16.8	16.1	22.1	17.1
d27	-	5	3	-	-	8	-	2.4	1.8	-	-	1.3
d28	-	3	1	-	-	4	-	1.5	.7	-	-	.7
d38	-	6	5	3	3	17	-	2.9	3.1	2.3	3.1	2.9
Totals	-	208	166	128	95	597	-	100.1	100	99.7	100.3	100.2



Percentage of Error	Rank	Habit
Multiplication		
21.9	1	Error in combinations
16.7	2	Errors due to zero in multiplier
15.9	3	Errors due to zero in multiplicand
11.6	4	Error in single zero combination, zero as multiplier
10.9	5	Error in carrying into zero
8.4	6	Errors in addition
5.6	7	Error in adding the carried number
5.3	8	Forgot to carry
1.5	9	Omitted digit in multiplier
1.4	10	Errors in reading
1.2	11	Wrote rows of zeros
Division		
28.6	1	Errors in combinations
20.4	2	Errors in multiplication
17.1	3	Omitted zero resulting from zero in dividend
8.0	4	Errors in subtraction
7.9	5	Omitted final remainder
7.7	6	Found quotient by trial multiplication
3.3	7	Used remainder larger than divisor
2.9	8	Error in reading
2.3	9	Used wrong operation
1.3	10	Used digits of divisor separately
.7	11	Added remainder to quotient

Errors in combinations are seen to be by far the most frequent. This points to the conclusion that much more time should be spent on the combinations and that in the past mastery has been tasked for granted to too great an extent. A study of Tables XLV-XLIX show that errors are distributed more in the lower than in the upper grades. This is especially shown in a comparison of Tables XLVI and XLVII in addition and subtraction respectively. In Grade IV, for example, 36.7 per cent and 42.8 per cent of the errors in addition and subtraction

respectively were made in combinations, with the other 63.3 per cent and 57.2 per cent of the errors distributed over ten other types of errors in each subject. In Grade VIII, 48.4 per cent and 50 per cent of the errors in the same subjects were made in the combinations, with 51.6 per cent and 50 per cent distributed over only 5 and 4 types of errors in addition and subtraction respectively.

After such diagnostic tests a period of drill followed, emphasis being put on the above points of error, and the pupils then re-tested. It was found that the actual gains exceeded the expected gains by 70 per cent in addition, 80 per cent in subtraction, 110 per cent in multiplication and 55 per cent in division. Buswell and John found that

"The actual gains exceeded the expected gains by 120 per cent in addition, 149 per cent in subtraction, 213.5 per cent in multiplication and 63.5 per cent in division." 57

These conclusions are very important because it emphasizes the fact that unless teachers understand intimately the sources of error, and the nature of the difficulties which children encounter in Arithmetic, nothing much can be accomplished in this field. This seems to illustrate not only supervisory practices followed in the writer's school, but also shows the possibilities for improving school teaching and pupil learning through the supervision of instruction.

57. Buswell and John, Diagnostic Studies in Arithmetic, 1926, Taken from H.B. Reed, Psychology of Elementary School Subjects, Chicago: Ginn & Company, 1927, p. 147.

### Special Case Studies

The majority of pupils are normal and in general present no particular problem. There are, however, certain individuals who need more attention than the average, and the purpose of this section is to discuss some of the cases found in the writer's school in order to illustrate what might be done in certain instances.

A Mental Health Clinic is conducted in Virden at least twice a year. One or two doctors from the Brandon Mental Hospital direct the examination. Certain pupils are asked to attend the clinic, which is conducted either in the school or some other suitable place, such as the Municipal Hall. Pupils and parents are made to feel that it is not a disgrace to attend such clinics, but are led to appreciate the fact that an attempt is being made to improve the child's opportunity for leading a happier life. Great care must be exercised in this regard. The best of co-operation has always been given by both parents and pupils when once the purpose and aims of such a clinic are clearly explained.

The writer wishes to stress at this point that much must be done by the principal and staff, or the added technique of the Mental Health doctors will count for little. The family background or biological heredity, social heredity, maturity, environment and training, and sex, play an important part in pupil diagnosis. These matters constitute a preliminary survey. Some of these factors in certain cases are difficult to determine and appraise but in the majority of cases a discussion with the parents, reference to data in the municipal records, and other

such means will disclose influences bearing on the case at hand.

Attendance at these clinics has been of great value in training the principal and staff in proper methods of pupil diagnosis, especially in the giving of intelligence tests. This point is important, because after such experience, the examination could be effectively carried on without aid from the Mental Health doctors. This is not to underestimate the great help contributed by the latter, but to infer that with proper training of the principal, such diagnosis could be carried on in all schools.

Appendix B contains a selection of mental health studies taken from the school files. These were chosen to illustrate the method of diagnosis and remedial treatment in cases quite different from one another.

While a study of the cases in the appendix will suggest the method of procedure, a number of cases are given here to emphasize the importance of supervision in utilizing staff and school facilities toward improving the study situation for less fortunate pupils of the school enrolment.

Case No. 1

A.B.            C.A. 10-0/12            I.Q. 86            May 11, 1933

This child was seen at the Mental Health Clinic held at Virden on the 25th ultimo, because of backwardness in school.

Examination: From information received from the school teacher and the boy himself, it appeared that his family background was fairly satisfactory, save that his mother was dead and he had one sister with an I.Q. of 81. The boy's birth and early development were normal. His performance in school, however, was rather poor, and he only attained Grade 3. His I.Q. was found to be 86. During

the examination, he gave one the impression of being an overly repressed individual. He seemed to have little initiative and comparatively few interests.

Recommendations: 1. We feel that this boy should be seen again, together with his father.

2. It is unlikely that he will profit by advanced school work, but he should, nevertheless, progress as far as Grade 7.

3. His vocation in life should certainly be along manual lines.

A.B.            C. A. 10-6/12            I. Q. 86            November 1, 1935

This boy was seen at the Mental Health Clinic held at Virden on the 21st ultimo, in the course of a routine check-up. His father was interviewed and instructed as to the boy's possible outlook. Plans were discussed, too, to get him more interested in playing with other boys of his own age. Apparently some progress has been made in this direction since we last saw him.

A.B.            C.A. 12-1/12            I.Q. 86            June 17, 1935

This boy was seen at the Mental Health Clinic held at Virden on May 17th, during the course of a routine check-up.

Examination: He has been doing rather better since we last saw him. His father thinks that he is mixing better with boys and he is making definite efforts to get himself located with the Cubs. The father is also persuaded of the desirability of having him play more with boys than with girls.

Recommendation: We feel that within the limits of his capacity, this boy is not doing too badly, and suggest that work should be continued along the same lines.

A.B.            C.A. 12-10/12            I. Q. 86            March 3, 1936

Comments: This boy is now in Grade VI Junior, and has made a little progress as far as socialization with his fellows is concerned. He will quite likely remain in this grade for another year. He is inclined to be effeminate in his ways. No disciplinary problem.

A.B. C.A. 13-10/12 I.Q. 86 March 20, 1937

Comments: A.B. is repeating Grade VI. His progress is the same as noted above. He will probably be promoted in June to the retarded group in Grade VII.

Case No. 2

B.C. C.A. 12-2/12 I.Q. 81 May 11, 1933

This child was referred to the Mental Health Clinic held at Virden on the 25th ultimo, because of backwardness in school.

Examination: From information received from the school teacher and the girl herself, it appeared that the family background was fairly satisfactory save that she had a brother with an I.Q. of 86. Her birth and early development were normal, and there had been no anti-social traits. Her I.Q. was found to be 81.

Recommendation: 1. We would recommend that this girl should leave school at the school-leaving age.  
2. That her interests should be early directed towards domestic work.

B.C. C.A. 14-3/12 I.Q. 81 June 17, 1935

This girl was seen at the Mental Health Clinic held at Virden on May 18th during the course of routine check-up.

Examination: Since we last saw her, she has improved quite definitely. Her interests have been gradually turned in the direction of housework and she is now able to take on most of the work in the home with the assistance of her father and younger brother. Her nervousness is subsiding and she seems likely to make a very fair adjustment.

Recommendation: We do not feel that it is necessary to make any further recommendation in this case, which seems to have reached a satisfactory conclusion.

B.C. C.A. 15-0/12 I.Q. 81 March 3, 1936

Comments: B.C. is now in Grade VII. Improving, but in a very mechanical way. Talkative and a little "giddy". She will quite likely continue school for a couple of years, spending another year in Grade VII.

B.C.            C.A. 16-0/12            I.Q. 81            March 20, 1937

Comments: B.C. is now in Grade VIII, greatly improved. She will probably be promoted to the retarded group Grade IX.

Case No. 7

I.J.            C.A. 12-1/12            I.Q. 87            May 12, 1935

This boy was seen at the Mental Health Clinic held at Virden on the 25th ultimo, because of backwardness at school.

Examination: From information received from the father, the school and the boy himself, it appeared that the family background was fairly satisfactory save that a brother had an I.Q. of 87. His birth and early development were normal but in recent years he has tended to show rather bullying trends. His performance in school is rather poor, and on coming to Virden at the age of nine, he was demoted from Grade III to Grade II. His I.Q. was found to be 87.

Recommendation: 1. This boy will probably reach Grade VII at the age of 14 or 15. We would suggest that his attention be early directed towards manual occupation.  
2. We have advised the parents that he should be more strictly dealt with in regard to his bullying tendencies.

I.J.            C.A. 14-11/12            I.Q. 87            March 3, 1936

Comments: I.J. left school at the end of Grade VII, 1936. He is now delivery boy for a store and appears to be quite contented. His employer reports him to be dependable.

I.J.            C.A. 15-11/12            I.Q. 87            March 20, 1937

Comments: I.J. is still giving satisfactory service to his employer.

Case No. 8.

L.M.            C.A. 15-4/12            I.Q. 105            October 11, 1934

This girl was seen at the Mental Health Clinic held at Virden on the 29th ultimo because of marked anxiety and worry over alleged physical illnesses.

Examination: From information received from the mother, the school teacher, and the girl herself, it appears that the family background is not altogether satisfactory, and the family have recently had to go on relief. This is a considerable blow to the girl, especially as she has been hoping to become a teacher. The mother has always been very prone to worry, and her worries express themselves often in the form of hypochondriacal physical complaints. The girl has apparently begun to follow her mother in this direction.

Recommendation: We discussed the situation in some detail with the mother and endeavoured to reassure her and the child in regard to the future.

L.M.            C.A. 16-8/12            I.Q. 105            March 3, 1936

Comments: L.M. is now in Grade XI and is improving, steadily although she believes herself quite ill at times. By being very firm with her, her tired spells have grown less frequent. She will likely secure Grade XI standing this year.

L.M.            C.A. 17-8/12            I.Q. 105            March 20, 1937

Comments: L.M. secured her Grade XI in June, 1936. She is at present helping her mother at home.

Case No. 9

M.N.            C.A. 14-6/12            I.Q. 104            October 11, 1934

This boy was seen at the Mental Health Clinic held at Virden on the 29th ultimo because of nervousness and a marked feeling of inferiority.

Examination: From information received from the parents, school teacher and the boy himself, it appears that his birth and early development were normal. He was doing well in his school work up until the commencement of this year, when he suddenly began to declare that he was quite unable to master his work and would have to go down into last year's grade. During the course of the examination, it was found that his mental age was 15-0/12, so that there could be no question of his real ability to keep up with the work. There seems to be no antagonism to any of this grade's teachers, and frankly, in the time at our disposal, we were not able to elicit the causative factor.



Recommendation: We feel that in view of this boy's very real agitation, it might be well for him to remain out of school for a month, and then return to his present grade. There seems to be no reason why he should drop to a lower grade.

M.N.                    C.A. 15-11/12            I.Q. 104            March 3, 1936

Comments: M.N. went back to Grade VIII from IX in October, 1934, but still seemed imbued with an inferiority-complex. He finally left school in November of the same year. He has not yet lost this complex and has not returned to school. The writer's personal opinion is that the boy has associated with adults too much, and possibly been praised so much for his attainments in golf, that when he associated with boys of his own age, he was too sensitive to their jibes. He is at the present time doing nothing definite.

M.N.                    C.A. 16-11/12            I.Q. 104            March 20, 1937

Comments: The above comments still apply.

Case No. 10

N.O.                    C.A. 7-11/12            I.Q. 44            October 11, 1934

This child was seen at the Mental Health Clinic held at Virden on the 29th ultimo, on account of nervousness and inability to speak clearly.

Examination: From information received from the mother, the school teacher, and the child herself, it appears that the family background is moderately satisfactory. Her birth was normal, but she early showed herself to be retarded. The child has difficulty in seeing and hearing, and is not yet able to talk at all clearly. Mental tests showed her to have a Mental Age of 3-1/2. She commenced school this term and is described as inattentive and nervous.

Recommendation: We would suggest that it is very unlikely that this girl will make any progress in school, this year at all events. We would also suggest that should she make no real progress by Christmas, it would be well for her to remain out of school until such time as her Mental age ~~has~~ enables her to undertake Grade I work. We have pointed this out to her relatives.

N.O. C.A. 8-7/12 I.Q. 44 June 17, 1935

This girl was seen at the Mental Health Clinic held at Virden on May 18th, during the course of a routine check-up.

Examination: Since we last saw her, she has continued to go to school, but has made very little progress indeed. She is, however, adapting herself rather well, and the competition in school has not apparently resulted in any serious personality problems for the child.

Recommendation: Under these circumstances, the girl might possibly continue to attend school, although it is to be borne in mind that she will be quite incapable of keeping up with the children with whom she is at present placed.

N.O. C.A. 9-4/12 March 3, 1936

Comments: N.O. is still in the primary. The above recommendations cover this case.

N.O. C.A. 10-4/12 March 20, 1937

Comments: N.O. is now in Grade II, showing very little improvement. She tap dances fairly well, and likes to do it. The home is sympathetic. Her sister is in Grade X doing excellent work.

Case No. 11

N.P. C.A. 12-0/12 I.Q. 95 May 12, 1933

This boy was referred to the Mental Health Clinic held at Virden on the 25th ultimo on account of epileptiform seizures and anti-social behaviour.

Examination: From statements received from the mother, the school teacher, and the boy, it appears that seizures commenced about two years ago. As the onset of these seizures was associated with a scare, the parents became afraid that further scares might precipitate fresh attacks. In consequence of this, the boy was not as closely controlled as he would have been. At present, he is having relatively few attacks, and in consequence of rather stricter supervision, his behaviour is showing some improvement.

Recommendation: 1. We have sent a report to the boy's physician with suggestions as to treatment.  
2. We have already advised the mother and the school teacher as to the handling of his poor habits of behaviour.

O.P. C.A. 13-4/12 I.Q. 95 October 11, 1934

This boy was seen at the Mental Health Clinic held at Virden on the 29th ultimo, in the course of a routine check-up.

Examination: From information received from the mother and the boy himself, it appears that his behaviour has not been altogether satisfactory. He is still having occasional seizures and we feel that there might be some improvement in his personality, could these be more successfully dealt with. We have made recommendations along these lines both to his parents and to the family physician.

O.P. C.A. 14-1/12 I.Q. 95 June 17, 1935

This boy was seen at the Mental Health Clinic held at Virden on the 18th day of May, during the course of a routine check-up.

Examination: He has apparently improved very considerably and his behaviour is much better. Sullenness and temper responses have almost subsided under the firmer handling which was initiated at the time of our last clinic.

Recommendation: We would suggest that this boy is now proceeding along definitely more fruitful lines, and that no further recommendation is necessary, save that he should continue to be handled firmly.

O.P. C.A. 14-9/12 I.Q. 95 March 3, 1936

Comments: O.P. is now in Grade VIII. His teacher has apparently handled this most difficult case very excellently, as he has shown a surprising degree of improvement. He has to be treated very firmly, but has been given the job of bell-ringer and does many duties about the school under the direction of his teacher. He has renewed confidence and he is expected to grade to Grade IX this spring.

O.P. C.A. 14-11/12 I.Q. 81 May 16, 1936

This boy was seen at the Mental Health Clinic held at Virden on the 18th inst. during the course of a routine check-up.

Examination: His Mental Age was re-checked and found to be 12-6/12 and his I.Q. 81. He still continued to take a few

seizures and it is felt that since last seen he has started to develop a rather typical epileptic personality, in that he is rather evasive and definitely sullen. The mother made the mistake of only giving the boy medicine when he was actually taking the seizures, so that he has not been on steady medication.

Recommendation: With regard to medical treatment, the boy is to be put on a sedative which is to be continued without interruption. In view of his low I.Q., it is felt that his intelligence is suffering from the continuation of the epilepsy. As this loss cannot be regained, we feel that the time is rapidly approaching when he will derive no benefit from further school attendance. Placement on a farm, where he would be removed from exciting stimuli, would appear to be the best solution for this case.

O.P.                      C.A. 15-9/12                      I.Q. 81                      March 20, 1937

Comments: O.P. is now in Grade IX. He will not grade to Grade X but shows a remarkable improvement. He belongs to the group outlined on page 76.

Case studies such as are quoted above, or reported in the appendix to this study, indicate the need for expert diagnosis of mental difficulties and the application of remedial methods of instruction and pupil guidance.

BIBLIOGRAPHY

- Adams, E.A. The Principal's Program of Professional Activities Taken from Barr and Burton, Supervision of Instruction, New York: Appleton & Company, 1926, pp. 626
- Almack, J.C. Research and Thesis Writing, New York: Houghton Mifflin Company, 1930, pp. 314
- Anderson, C.J., Barr, A.S., Bush, M.G. Visiting the Teacher at Work, New York: D. Appleton & Co., 1925, pp. 382
- Barr, A.S., Burton, W.H., The Supervision of Instruction, New York: Appleton & Co., 1925, pp. 626
- Boggs, J. Some School Board Regulations Concerning the Elementary School Principal, Chicago: Elementary School Journal, XX, June 1920, pp. 1012
- Breuckner, L.J. The Value of a Time Analysis of Classroom Activity as a Supervisory Technique, Chicago: Elementary School Journal Vol. 25, No. 7, March 1925, pp. 802
- Breuckner, L.J., Melby E.O. Diagnostic and Remedial Teaching New York: Houghton Mifflin Co., 1931, pp. 405
- Burton, W.A., Supervision and the Improvement of Teaching, New York: D. Appleton & Co., 1922, pp. 504
- Buswell, G., John, L., Diagnostic Studies in Arithmetic, 1926, Taken from H.B. Reed, Psychology of Elementary School Subjects Chicago: Ginn & Co., 1927, pp. 481
- Charters, W.W., The Principal's Main Chance, In Journal of Educational Research, February, 1923, pp 401
- Charters, W.W., Waples, D. The Commonwealth Teacher Training Study, Chicago: The University of Chicago Press, 1932, 666
- Chase, S.E., Individual Differences in the Experiences of Children, Chicago: Department of Education, University of Chicago, 1927, pp. 503
- Cober, E.W. Report of Research Committee, National Educational Association Bulletin, Department of Elementary School Principals, No. 1, October 1930, pp. 740
- Cubberley, E.P. The Principal and His School, New York: Houghton Mifflin Co. 1923, pp. 571

- Cubberley, E.P. Public School Administration (Revised Edition)  
New York: Houghton Mifflin Co. 1929, pp. 592
- Eversull, F.L. a Study of Certain Diagnostic and Remedial  
Procedures in the Administration of an Elementary School  
Chicago: Unpublished Master's Thesis, Department of Education,  
University of Chicago, 1927,
- Foster, H.H. Schedule Making in the Small High School,  
Chicago: Educational Administration and Supervision, March,  
1928, pp. 665
- Garrison, G.C., Garrison, K.C., The Psychology of Elementary  
School Subjects, New York: Johnson Publishing Co. pp. 569
- Health Bulletin for Teachers, Vol. VIII, No. 2., New York:  
Metropolitan Life Insurance Company Press, October 1936, pp.65
- Health Bulletin for Teachers, Vol. VII. New York: Metropolitan  
Life Insurance Company Press, No. 5, January, 1937, pp. 22
- Health Bulletin for Teachers, Vol. VIII, No.3, New York:  
Metropolitan Life Insurance Company Press, November 1936, pp.72
- Kyte, G.C. How to Supervise, New York: Houghton Mifflin Company,  
1930, pp. 468
- Kyte, G.C. The Elementary Principal as a Builder of Teaching  
Morale, New York: Houghton Mifflin Company, 1927, pp. 375
- Leary, B. Duties of Elementary School Principal in Theory and  
Practice, Chicago: Unpublished study, 1931, pp120
- Mason, M. S. Parents and Teachers, Chicago: Ginn & Co., 1928,  
pp. 410
- Maxwell, C.R. Effective Supervision, School and Society, Vol. 11,  
February 21, 1920, p. 214
- National Educational Association Bulletin of Department of  
Elementary School Principals, The Elementary School  
Principalship VII, April 1928,
- Proctor, W.M., Psychological Tests and Guidance of High School  
Pupils, Chicago: Journal of Education Research Mono. No. 1,  
1921
- Program of Studies, Winnipeg: Province of Manitoba, July 1936, pp.97

- Reavis, W.C., Pierce, P.R., Stullken E.H. The Elementary School, Chicago: The University of Chicago Press, 1932, pp. 571
- Report of Department of Education for the Year Ending June 30, 1936, Winnipeg: King's Printer for the Province of Manitoba, 1936, pp. 155
- Research Bulletin, National Educational Association, The Principal Studies His Job, Chicago: Vol. VI, No. 2., March 1928
- Richardson, W. L. The Administration of Schools in the Cities of the Dominion of Canada, Toronto: J. M. Dent & Sons, 1921, pp. 315
- Ross, C.C., An Experiment in Motivation, Chicago: Journal of Educational Psychology, May, 1929, pp. 610
- Strayer, G.D., Engelhardt, M.L., Standards for Elementary School Buildings, New York: Teachers' College, Columbia University Bulletin, pp. 245
- Suzzalo, H. The Rise of Local School Supervision in Massachusetts, New York: Published by Teachers' College, Columbia University, 1906, pp. 154
- Uhl, W. L., and others, The Supervision of Secondary Subjects New York: D. Appleton & Company, 1929, pp. 40

APPENDIX A.

Questionnaire Sent to Principals of Graded Schools in  
Rural Manitoba

Virden, Man., September 26, 1936

To the Principal,  
High School.

Dear Sir:

I would like your co-operation in securing data for a  
Master's thesis on the following topic "Supervision of Graded  
Schools in Rural Manitoba".

In order to make such a study, I am sending out the  
enclosed questionnaire to principals of all graded schools.  
Consider the questions and place a check mark in the space  
provided. If you find that more than one answer is necessary  
under any question, please designate the most satisfactory with  
1, the next with 2, the next with 3, and so on. Make any further  
comments in the blank space below each question or on the back of  
the sheet.

I would appreciate securing the questionnaire completed  
by December 8th.

Preliminary Information

Name of School

Name of Principal

Address

Number of Teachers on staff

Number of Pupils enrolled in Grades I II III IV

V VI VII VIII IX X XI XII

Population of town.

Please enclose a copy of your time table.

Thanking you in advance for your co-operation, I am,

Yours truly,

Principal, Virden Collegiate Institute



Questionnaire

Part I.

The Supervisory and Administrative Activities of  
the Principal Seen in Relation to Study Practices

A - The Pupil

1. Do you collect data concerning pupils in order to advise and direct them?..... If so, do you
  - (a) collect data concerning the most urgent problem cases?.....
  - (b) collect data concerning all pupils?.....
  - (c) require each teacher to build up for herself a body of data regarding her problem cases?.....
  
2. Do you provide for individual differences among pupils by
  - (a) classifying pupils according to teachers' judgment of the abilities of the pupils?.....
  - (b) using mental ages or intelligence quotients as the basis of grouping?.....
  - (c) using mental ages or intelligence tests as the basis of promotion?.....
  
3. Do you use Intelligence Tests?.....
  - (a) as a help in making promotions?.....
  - (b) as a help in making classifications?.....

Comment:

4. Do you use standardized tests, other than Intelligence Tests?

If so, do you

(a) use them to diagnose and appraise the educational status of individual pupils and then attempt to correct the deficiencies revealed?.....

(b) classify and promote pupils on the basis of results obtained?.....

(c) use them to measure the effectiveness of teaching?.....

(d) file them in individual case folders?.....

(e) discuss with teachers individually?.....

(f) discuss at teachers' meetings?.....

5. Do you encourage your teachers to undertake testing programs?.....If so, do you believe that

(a) a healthy school situation demands keen competition for results?.....

(b) systematic testing usually results in improving teaching techniques?.....

(c) it is the easiest way to rate teachers?.....

6. Have you an organized plan for reducing failures?..... If so, do you

(a) have the teachers mark so as to have a certain per cent fail, and a certain per cent pass?.....

6. (b) study carefully with the teachers the difficulties of failing pupils and provide remedial assistance?.....  
What remedial assistance?
- (c) Have the teachers pass most of the children?.....
7. If some of the teachers should complain that the pupils received by promotion at the beginning of the school year have not mastered the work of the previous year, do you
- (a) inform the teachers to accept the pupils as they come, and go on with the work of the new year?.....
- (b) complain to the Inspector or Board or Department of Education about the difficulty of the curriculum and advise immediate revision?.....
- (c) give survey tests on the fundamentals of the previous year and in the light of the results, give systematic re-teaching?.....
- (d) demote such pupils?.....
8. If a fourth-grade teacher complained of an extended range of reading ability in her room group, do you
- (a) advise the giving of tests that analyse reading difficulties and dividing the room into ability groups as a means of adjusting instruction to individual needs?
- (b) get lists of pupils for promotion and demotion?.....
- (c) lend the teacher anbook on the teaching of reading?.....
- (d) tell the teacher to coach the slow pupils after school?.....

9. Have you a special group in your school?..... If so, do you use it as a
- (a) place to send pupils in need of punishment?.....
  - (b) feature to advertise the school?.....
  - (c) place to segregate all pupils who do not fit into regular rooms?.....
10. If a large boy of thirteen in Grade VI were found to have Grade IV ability in both reading and language, would you
- (a) demote him to Grade IV?.....
  - (b) leave him in Grade VI with no special attention?.....
  - (c) leave him in Grade VI but treat him as subnormal?.....
  - (d) see that he received special help in these subjects, with the idea of promoting him on condition to Grade VII?....
11. Do you give Intelligence Tests?..... If so, and you found that a 13-year old boy with subnormal intelligence in a low grade for this age is a habitual truant, would you
- (a) place him in a special truant room?.....
  - (b) place him in a special subnormal division for boys of his own age?.....
  - (c) leave him in his regular classroom with instructions to the teacher or teachers to treat him as a "case" pupil by paying particular attention to his work?.....
  - (d) expel him because of his truancy?.....
  - (e) leave him where he is to progress as best he can?.....

12. Is there a periodic medical examination of pupils in your school?..... If so, do you
- (a) send a report of the medical examination to the parents, requesting that they take care of the matter?.....
  - (b) keep a physical record of each pupil?.....
  - (c) use it
    - i. in drawing up pupil programs?.....
    - ii. in providing homework?.....
    - iii. in promoting pupils?.....
13. If you find any cases of malnutrition among your pupils, do you
- (a) send a letter to the parents requesting that the children be given plenty of good food and fresh air?.....
  - (b) organize a health program for the homes and schools?.....
  - (c) endeavour to get correct food for school lunches?.....

B - The Staff - Classroom Activities

14.

14. Do you visit classrooms?..... If so, do you
- (a) take complete notes, during the visitation, of what is going on?.....
  - (b) speak to the teacher and pupils, and cast a genial influence over the room?.....
  - (c) not take notes, but write down impressions after your visit?
  - (d) use a check list to rate the teacher before you leave the room?.....

15. Do your teachers resent classroom visitation?..... If so, do you
- (a) stay out of the rooms entirely until invited by individual teachers?.....
  - (c) have the teachers come to you for advice and suggestions about their work?.....
  - (d) endeavour to create situations that might result in invitations to visit the classrooms?.....
16. Have you any teachers on your staff that have many years of experience (ten or more) who use methods not considered up-to-date, but who achieve fair success and results?.... If so, do you
- (a) leave them alone and not try to change their methods?.....
  - (b) ask them to discard their methods and to adapt new and modern methods?.....
  - (c) give instruction in the new methods and helpful supervision in making classroom application?.....
17. Do you require your teacher to write out lesson plans?..... If so, do you require them
- (a) each day?.....
  - (b) for each unit of work only?.....
  - (c) each day, only if the teachers are inexperienced?.....
  - (d) only if, through conference with the teacher, it is considered necessary?.....

17. (e) each term.....  
(f) according to a prepared time schedule?.....
18. Do you endeavour to stimulate interest in professional study among your staff?..... If so, do you  
(a) discuss problems in your school which need study, with suggestions?.....  
(b) tactfully intimate that you expect your staff to do some professional studying?.....  
(c) encourage your staff to attend summer school?.....
19. Do you think that the principal's chief objective in the supervision of instruction should be  
(a) to inspect periodically the work of the school?.....  
(b) to cast a genial influence over the personnel of the school?.....  
(c) to secure data for the annual rating of teachers?.....  
(d) to provide better conditions for pupil growth?.....
20. Do you think that a new principal can best establish supervisory relations with his staff by  
(a) delivering entertaining lectures at regular meetings of his staff?.....  
(b) encouraging the teachers to study the difficulties of individual pupils and conferring with the teachers frequently?.....  
(c) visiting the classroom frequently and offering many suggestions?.....

20. (d) commending good work and fearlessly condemning poor work?.....

C- The Course of Study - The Library

21. If a teacher experiences difficulty in organizing a course into logical divisions, do you
- (a) secure the best available text books, work materials, and texts for source material in building up effective divisions?.....
  - (b) utilize the basic text book for material and methods?.....
  - (c) use a course already organized into units as a model?.....
  - (d) let her do her best unaided?.....
22. Have you any method to appraise the use of curriculum materials in your school?..... If so, do you
- (a) ask the teachers at the close of each school year to prepare a report on the materials covered?.....
  - (b) sample the work through systematic visitation?.....
  - (c) give objective tests covering the essentials of the course?
  - (d) give essay tests?.....
  - (e) give blackboard exercises?.....
23. Do you consider the curriculum to be overcrowded in any grade or grades?..... If so, what grades?..... If so, do you
- (a) assist the teachers in correlating subjects with the idea of avoiding duplication of related materials?.....
  - (b) adhere to the time but omit review schedule?.....



23. (c) follow the course as prescribed and hope for the best?.....  
(d) help adjust curriculum to the level of pupil ability?.....
24. On receiving a new course of study in a given subject, do you  
(a) permit the teacher or teachers involved to use their own judgment in their interpretation of it?.....  
(b) hold a series of meetings with the teachers concerned in which all topics are discussed and evaluated for classroom use?.....  
(c) mimeograph detailed instructions for the use of the new course by the teacher?.....  
(d) check up on results with the teachers?.....  
(e) observe and test for results periodically?.....
25. Do you think it is essential that you should be able to teach thoroughly  
(a) every subject in your school?.....  
(b) only your own special subjects?.....  
(c) your own subjects with a thorough understanding of the general principles of teaching?.....
26. In the teaching of music, do you  
(a) departmentalize the music work of all grades, selecting for music teachers only those who are exceptionally talented in music?.....  
(b) require all teachers to teach their own classes regardless of their training in music?.....  
(c) lessen the music curriculum in grades where the teachers are not trained in music?.....

27. Do you strive to stimulate the interests of pupils in voluntary reading?..... If so, do you

(a) require each pupil to read a minimum of two or three good books each month?.....

(b) have teachers select and use some special device for advertizing good books, such as a bulletin board or a scrapbook?.....

(c) require pupils to secure library cards and read books at home?.....

(d) require each pupil to write a brief review of each book read and give credit in some English course?.....

(e) build up a graded library in the school?.....

28. In selecting the books to be purchased for the school library do you

(a) ask the teacher or librarian in charge to make out the lists?.....

(b) organize a committee to make the selection?.....

(c) call the school librarian and teachers into conference and with their aid make out lists based on the studies of children's interests and the requirements of the permanent organization of the school?.....

29. If asked to recommend a suitable list of books for an eleven year old boy, would you

(a) examine a list of books suitable for an 11-year old boy?.....

(b) discuss with the father the books which you liked when boys and make a joint list on this basis?.....

29. (c) have the boy browse around the library for a few hours and report on the books he would like to read?.....
- (d) talk informally with the boy and confer with his teachers to learn about the boy's reading background and interests and on this basis recommend a list of books?.....
30. Do you prepare a time schedule for the use of the library?.....
- If so, do you
- (a) assign each classroom as a unit and set aside certain time, at regular intervals, for the use of the library?.....
- (b) assign library periods according to subject matters?.....
- (c) assign library periods according to pupil progress; bright students certain periods, retarded pupils other periods?.....

## Part II.

The Supervisory and Administrative Activities of  
the Principal Seen in Relation to Matters Other  
Than Study Practices

### A - Extra Curricular Activities

1. Do you promote a program of extra curricular activities in your school?..... If so, do you see that
- (a) practically all pupils are engaged in at least one activity?..
- (b) each organization has defined its objective?.....
- (c) the pupils receive profit from such activities?.....

2. If a pupil is not interested in taking part in any extra-curricular activity, do you
  - (a) endeavour to find the pupil's interest and if possible "socialize" it?.....
  - (b) excuse the pupil from all such activities?.....
  - (c) endeavour to find the cause and remove it?.....
  
3. Do you justify extra-curricular activities on the ground that
  - (a) it provides opportunities for developing habits of good citizenship?.....
  - (b) pupils become interested in school life as a result and often remain longer in school?.....
  - (c) pupils often develop interests that lead to an intelligent selection of vocations?.....
  - (d) it acts as a safety valve for the surplus energies of youth, thus reducing the disciplinary problems?.....
  
4. 

B - Physical Conditions
  
4. In order to obtain proper ventilation in your school,
  - (a) are you familiar with all phases of the ventilating system in order to see that it functions properly?.....
  - (b) do you insist that the teachers properly regulate the ventilation?.....
  - (c) do you instruct the janitor to check the ventilating system regularly?.....
  - (d) observe the temperature and condition of air daily at regular intervals?.....

5. In order to secure proper and adequate lighting in the classroom, halls and basements, do you
- (a) carefully observe the light daily at regular intervals?.....
  - (b) instruct teachers concerning proper lighting?.....
  - (c) conduct a campaign of education throughout the school in order to get both teachers and pupils to appreciate the importance of maintaining proper lighting conditions?.....
  - (d) make the janitor responsible for the light?.....
6. Do you make a regular inspection of toilets?..... If so, and should find them defaced in any way, would you
- (a) call all the boys into an assembly and lecture, having some woman on the staff do the same for the girls?.....
  - (b) endeavour to create a fine civic spirit in the school so that all will be proud to keep the building free from defacement?...
  - (c) find the offending students and expel them?.....
7. In supervising the school yard, do you
- (a) assign teachers to the task in accordance with a schedule?.....
  - (b) care for the yard yourself?.....
  - (c) make it a duty of pupil monitors?.....
  - (d) leave the supervision of the yard to the janitor?.....
8. In dealing with the janitor, do you
- (a) consider him a co-worker and treat him as such?.....
  - (b) permit any teacher to give him orders?.....
  - (c) insist that all orders come from you?.....

C - School Loyalty and Community Interests

9. Do you develop school loyalty on the part of the pupil by
- (a) building up athletic teams?.....
  - (b) establishing a program of education which merits the respect of pupils and causes them to take pride in upholding its standards?.....
  - (c) discussing the need of school loyalty in assembly periods? ...
10. Do you seek to develop school loyalty on the part of the community through courses offered?..... If so, do you
- (a) offer courses or engage in activities covering as many fields as possible?..... What courses or activities?
  - (b) supplement other educational agencies in the community by offering courses which the pupils of the community wish?....  
What educational agencies are there in your community?...
  - (c) offer the courses which the community and pupils ask for?.. .
  - (d) secure a high rating for your school by adhering closely to the set curriculum?.....
11. To secure community interest, do you
- (a) systematically acquaint the community with the needs and work of the school through pupil talks, public meetings, letters et cetera?.....
  - (b) how frequently?
  - (b) acquaint the community with special school needs when they arise?.....

11. (c) call on as many parents as possible and discuss school policies with them?.....
12. How much time in an average week do you devote to community affairs?..... Do you think that the amount of time should be
- (a) very limited, because other demands are more important?.....
  - (b) great, because the community expects it?.....
  - (c) governed by need of acquainting the community with the work and program of the school?.....
  - (d) controlled solely by your personal affairs?.....
13. Have you a parent-teacher association?.... If so, does it
- (a) follow programs outlined by any other parent-teacher association?.....
  - (b) follow programs on what you consider important problems?...
  - (c) plan its programs with the aid of the teachers?.....
  - (d) plan its program quite apart from the advice of yourself or your staff?.....
14. Do you find that the parent-teacher association
- (a) causes more trouble than good?.....
  - (b) is of real help in co-ordinating the home and the school?..
  - (c) causes neither trouble or good?.....

D - The Distribution of the Principal's Time

This part of the questionnaire is sent out with the object in view of securing information concerning the distribution of the principal's time for an average week in such schools as yours. If you are responsible for both Elementary and High School systems, please fill in both columns. If not, please have the proper authority fill in the Elementary School Column, noting the fact.

- A. How many rooms in your school?      High School?      Elementary?  
 B. How many pupils in your school?      High School?      Elementary?

Give Time in Minutes per Week

<u>Type of Activity</u>	<u>High School</u>	<u>Elementary</u>
C. Actual teaching time	.....	.....
D. Direct Supervision of Instruction		
1. Observation and criticism of teaching		
(a) preparation for observation	.....	.....
(b) observation of instruction	.....	.....
(c) study dealing with observation	.....	.....
(d) conference on observation	.....	.....
(e) reports on observation	.....	.....
2. Demonstration Teaching		
(a) preparation for demonstration lesson	.....	.....
(b) teaching demonstration lessons	.....	.....
(c) observing demonstration lessons	.....	.....
(d) discussing demonstration lessons	.....	.....



3. Conference with Teachers on Teaching	.....	.....
Total for direct Supervision of Teaching	.....	.....
E. Improving Conditions for Teaching		
1. Analysis and classification of pupils	.....	.....
(a) Giving tests and interpreting results	.....	.....
(b) follow-up work as result of (a)	.....	.....
2. Conferences and case studies	.....	.....
(a) with pupils	.....	.....
(b) with parents	.....	.....
Total for Improving Conditions for Teaching	.....	.....
F. Experimental Teaching, such as model lessons, trying new ideas, etc.		
	.....	.....
G. Organization and Administration		
Classroom, playground, special program, offices and clerical work, inspection, discipline and such like.	.....	.....

Appendix B.

Special Case Studies.

Case No. 1

A.B.      C.A. 10-0/12      I. Q. 86      May 11, 1933

This child was seen at the Mental Health Clinic held at Virden on the 25th ultimo, because of backwardness in school.

Examination: From information received from the school teacher and the boy himself, it appeared that his family background was fairly satisfactory, save that his mother was dead and he had one sister with an I.Q. of 81. The boy's birth and early development were normal. His performance in school, however, was rather poor, and he had only attained Grade 3. His I.Q. was found to be 86. During the examination, he gave one the impression of being an overly repressed individual. He seemed to have little initiative and comparatively few interests.

Recommendations: 1. We feel that this boy should be seen again, together with his father.

2. It is unlikely that he will profit by advanced school work, but he should, nevertheless, progress as far as Grade 7.

3. His vocation in life should certainly be along manual lines.

A.B.      C.A. 10-6/12      I. Q. 86      November 1, 1933

This boy was seen at the Mental Health Clinic held at Virden on the 21st ultimo, in the course of a routine check-up. His father was interviewed and instructed as to the boy's possible outlook. Plans were discussed, too, to get him more interested in playing with other boys of his own age. Apparently some progress has been made in this direction since we last saw him.

A.B.      C.A. 12-1/12      I. Q. 86      June 17, 1935

This boy was seen at the Mental Health Clinic held at Virden on May 17th, during the course of a routine check-up.

Examination: He has been doing rather better since we last saw him. His father thinks that he is mixing better with boys and he is making definite efforts to get himself located with the Cubs. The father is also persuaded of the desirability of having him play more with boys than with girls.

Recommendation: We feel that within the limits of his capacity, this boy is not doing too badly, and suggest that work should be continued along the same lines.

A.B.            C.A. 12-10/12            I.Q. 86            March 8, 1936

Comments: This boy is now in Grade VI Junior, and has made a little progress as far as socialization with his fellows is concerned. He will quite likely remain in this grade for another year. He is inclined to be effeminate in his ways, but is no disciplinary problem.

A.B.            C.A. 13-10/12            I.Q. 86            March 20, 1937

Comments: A.B. is repeating Grade VI. His progress is the same as noted above. He will probably be promoted in June to the retarded group in Grade VII.

Case No. 2

B.C.            C.A. 12-2/12            I.Q. 81            May 11, 1933

This child was referred to the Mental Health Clinic held at Virden on the 25th ultimo, because of backwardness in school.

Examination: From information received from the school teacher and the girl herself, it appeared that the family background was fairly satisfactory save that she had a brother with an I.Q. of 86. Her birth and early development were normal, and there had been no anti-social traits. Her I.Q. was found to be 81.

Recommendation: 1. We would recommend that this girl should leave school at the school leaving age.  
2. That her interests should be early directed towards domestic work.

B.C.            C.A. 14-3/12            I.Q. 81            June 17, 1935

This girl was seen at the Mental Health Clinic held at Virden on May 18th during the course of routine check-up.

Examination: Since we last saw her, she has improved quite definitely. Her interests have been gradually turned in the direction of housework and she is now able to take on most of the work in the home with the assistance of her father and younger brother. Her nervousness is subsiding and she seems likely to make a very fair adjustment.

Recommendation: We do not feel that it is necessary to make any further recommendation in this case, which seems to have reached a satisfactory conclusion.

B.C.                      C.A. 15-0/12                      I. Q. 81                      March 5, 1936

Comments: B.C. is now in Grade VII. Improving, but in a very mechanical way. Talkative and a little "giddy". She will quite likely continue school for a couple of years, spending another year in Grade VII.

B.C.                      C.A. 16-0/12                      I. Q. 81                      March 20, 1937

Comments: B.C. is now in Grade VIII, greatly improved. She will probably be promoted to the retarded group Grade IX.

Case No. 3

C.D.                      C.A. 12-5/12                      I. Q. 86                      November 1, 1933

This boy was examined at the Mental Health Clinic held at Virden on the 21st ultimo, on account of backwardness in school.

Examination: From information received from the mother, the school teacher, and the boy himself, it appears that the family background is not altogether desirable, the home being in rather reduced circumstances at present. The boy's birth was normal. He walked at nine months and talked at eighteen months. His school has been rather interrupted owing to the family's moving. He is beginning to show occasional truancy. His Mental Age is 10-7/12, giving him an I. Q. of 86.

Recommendation: We pointed out to the parents and the teacher that the boy will probably not progress beyond Grade VII. The necessity of exercising very careful control over his social habits was stressed, as this is particularly the type of boy, who, failing adequate supervision, may get into trouble. We feel that he should be encouraged to join a social organization, such as the Scouts.

C.D.                      C.A. 14-0/12                      I. Q. 86                      March 3, 1936

Comments: C.D. is now in Grade VI, doing very poor work. He is no disciplinary problem, but he probably should leave school if he could find manual work to do. He has not joined any social organization, such as the Scouts.

C.D.            C.A. 15-9/12            I.Q. 86            March 20, 1937

Comments: C.D. left school June, 1936. He is doing nothing at present, but an effort is being made to place him on a farm.

Case No. 4

E.F.            C.A. 14-4/12            I.Q. 103            November 1, 1933

This boy was seen at the Mental Health Clinic held at Virden on the 21st ultimo, because of backwardness in school.

Examination: From information received from the mother, the school teacher and the boy himself, it appears that his family history is fairly satisfactory. His birth and early development were normal, save that he talked a little late. At home his behaviour is quite good, save that he is somewhat quick-tempered, at times. According to his own account, he had difficulties with his teachers in Grades IV and VI, and he did poorly in both grades having to repeat Grade IV. His Mental Age was 14-10/12, giving him an I.Q. of 103. It is quite possible that he is one of those children who readily become emotionally upset and "blocked". There is a possibility too that he is suffering from adenoids.

Recommendation: We have advised the parents to have the boy seen by his own physician in regard to the adenoids. We have also discussed his case with the teacher and pointed out that this is probably a boy who may take somewhat longer to grasp a situation than the average, but who is fundamentally, nevertheless, quite intelligent.

E.F.            C.A. 17-8/12            I.Q. 103            March 3, 1936

Comments: E.F. left school in the fall of 1935, having failed to pass Grade VII. He is at present hauling wood, and seems to be adjusting himself to society. He is a good hockey player, and finds this an avenue in which he can excel the average boy of his age, and thus bolster up his self-confidence.

Case No. 5

G.H.            C.A. 13-2/12            I.Q. 104            November 1, 1933

This boy was referred to the Mental Health Clinic held at Virden on the 21st ultimo because of difficulty in keeping up with his grade.

Examination: From information received from his mother, the teacher, and the boy himself, it appears that his family background is satisfactory. He was rather a small child, however, and difficult to raise, but apart from this, his early development seemed normal. In the last two years he seems to have been growing rather duller and less enterprising. He is also suffering to a greater extent from poor eyesight. In spite of this, his Mental Age is 13-9/12, giving him an I.Q. of 104.

Recommendation: 1. We feel that this boy should be referred to his own physician in regard to the possibility of glandular disturbance.

2. We are encouraging the mother to have him join a social organization, such as the Scouts, with the hope of rendering him more active and interested.

G.H.                      C.A. 15-6/12                      I.Q. 104                      March 3, 1936

Comments: G.H. is now in Grade VIII and has steadily improved, since the above examination. He is mechanically inclined, builds aeroplanes and such like. He will probably be in Grade IX next year.

G.H.                      C.A. 16-6/12                      I.Q. 104                      March 20, 1937

Comments: G.H. is now in Grade IX making fair progress. He is in the "Commercial group" referred to on page 76.

Case No. 6

H.I.                      C.A. 11-0/12                      I.Q. 87                      May 12, 1933

This boy was seen at the Mental Health Clinic held at Virden on the 25th ultimo, because of backwardness in school.

Examination: From information received from the father, the school teacher, and the boy himself, it appeared that the family background was fair, save that he has a brother who has an I.Q. of 87. His birth and early development were fairly normal. At school he has done moderately well, but has had to repeat Grade IV. He has shown no anti-social traits. His I.Q. was found to be 87. He is good tempered and shows fair social contacts.

Recommendation: This boy should not be pushed unduly. He will probably attain Grade VII by the age of 14 or 15.

2. We would recommend that his interests be early directed towards manual occupation.

H.I.            C.A. 11-0/12            I.Q. 87            March 3, 1936

Comments: H.I. is now in Grade VII. His work is very poor and careless. Discipline is fair. Grade VII is probably the limit of his mental capacity and he will likely stop school this coming June. He seems to be adapted to manual work and under a good employer should make a fair success.

H.I.            C.A. 12-0/12            I.Q. 87            March 20, 1937

Comments: H.I. is repeating Grade VII. The above comments still apply.

Case No. 7

I.J.            C.A. 12-1/12            I.Q. 87            May 12, 1933

This boy was seen at the Mental Health Clinic held at Virden on the 25th ultimo because of backwardness at school.

Examination: From information received from the father, the school and the boy himself, it appeared that the family background was fairly satisfactory save that a brother had an I.Q. of 87. His birth and early development were normal, but in recent years he has tended to show rather bullying trends. His performance at school is rather poor, and on coming to Virden at the age of nine, he was demoted from Grade III to Grade II. His I.Q. was found to be 87.

Recommendation: 1. This boy will probably reach Grade VII at the age of 14 or 15. We would suggest that his attention be early directed towards manual occupation.

2. We have advised the parents that he should be more strictly dealt with in regard to his bullying tendencies.

I.J.            C.A. 14-11/12            I.Q. 87            March 3, 1936

Comments: I.J. left school at the end of Grade VII, 1936. He is now delivery boy for a store and appears to be quite contented. His employer reports him to be dependable.

I.J.            C.A. 15-11/12            I.Q. 87            March 20, 1937

Comments: I.J. is still giving satisfactory service to his employer.

Case No. 8

L.M.            C.A. 15-4/12            I.Q. 105            October 11, 1934

This girl was seen at the Mental Health Clinic held at Virden on the 29th ultimo because of marked anxiety and worry over alleged physical illnesses.

Examination: From information received from the mother, the school teacher, and the girl herself, it appears that the family background is not altogether satisfactory, and the family have recently had to go on relief. This is a considerable blow to the girl, especially as she has been hoping to become a teacher. The mother has always been very prone to worry, and her worries express themselves often in the form of hypochondriacal physical complaints. The girl has apparently begun to follow her mother in this direction.

Recommendation: We discussed the situation in some detail with the mother and endeavoured to reassure her and the child in regard to the future.

L.M.            C.A. 16-8/12            I.Q. 105            March 3, 1936

Comments: L.M. is now in Grade XI and is improving, steadily although she believes herself quite ill at times. By being very firm with her, her tired spells have grown less frequent. She will quite likely secure Grade XI standing this year.

L.M.            C.A. 17-8/12            I.Q. 105            March 20, 1937

Comments: L.M. secured her Grade XI in June, 1936. She is at present helping her mother at home.

Case No. 9

M.N.            C.A. 14-6/12            I.Q. 104            October 11, 1934

This boy was seen at the Mental Health Clinic held at Virden on the 29th ultimo because of nervousness and a marked feeling of inferiority.

Examination: From information received from the parents, the school teacher and the boy himself, it appears that his birth and early development were normal. He was doing well in his school work up until the commencement of this year, when he suddenly began to



declare that he was quite unable to master his work and would have to go down into last year's grade. During the course of the examination it was found that his mental age was 15-0/12, so that there could be no question of his real ability to keep up with the work. There seems to be no antagonism to any of his teachers, and frankly, in the time at our disposal, we were not able to elicit the causative factor.

Recommendation: We feel that in view of this boy's very real agitation, it might be well for him to remain out of school for a month, and then return to his present grade. There seems to be no reason why he should drop to a lower grade.

M.N.                    15-11/12                    I. Q. 104                    March 5, 1936

Comments: M.N. went back to Grade VIII from IX in October, 1934, but still seemed imbued with an inferiority-complex. He finally left school in November of the same year. He has not yet lost this complex and has not returned to school. The writer's personal opinion is that the boy has associated with adults too much, and possibly been praised so much for his attainments in golf, that when he associated with boys of his own age, he was too sensitive to their jibes. He is at the present time doing nothing definite.

M.N.                    16-11/12                    I. Q. 104                    March 20, 1937

Comments: The above comments still apply

Case No. 10

N.O.                    C.A. 7-11/12                    I. Q. 44                    October 11, 1934

This child was seen at the Mental Health Clinic held at Virden on the 29th ultimo, on account of nervousness and inability to speak clearly.

Examination: From information received from the mother, the school teacher, and the child herself, it appears that the family background is moderately satisfactory. Her birth was normal, but she early showed herself to be retarded. The child has difficulty in seeing and hearing, and is not yet able to talk at all clearly. Mental tests showed her to have a Mental Age of 3-1/2. She commenced school this term and is described as inattentive and nervous.

Recommendation: We would suggest that it is very unlikely that this girl will make any progress in school, this year at all events.

We would also suggest that should she make no real progress by Christmas, it would be well for her to remain out of school until such time as her Mental Age enables her to undertake Grade I work. We have pointed this out to her relatives.

N.O.            C.A. 8-7/12            I.Q. 44            June 17, 1935

This girl was seen at the Mental Health Clinic held at Virden on May 18th, during the course of a routine check-up.

Examination: Since we last saw her, she has continued to go to school, but has made very little progress indeed. She is, however, adapting herself rather well, and the competition in school has not apparently resulted in any serious personality problems for the child.

Recommendation: Under these circumstances the girl might possibly continue to attend school, although it is to be borne in mind that she will be quite incapable of keeping up with the children with whom she is at present placed.

N.O.            C.A. 9-4/12            March 3, 1936

Comments: N.O. is still in the primary. The above recommendations cover this case.

N.O.            C.A. 10-4/12            March 20, 1937

Comments: N.O. is now in Grade II, showing very little improvement. She tap dances fairly well, and likes to do it. The home is sympathetic. Her sister is in Grade X doing excellent work.

Case No. 11

O.P.            C.A. 12-0/12            I.Q. 95            May 12, 1933

This boy was referred to the Mental Health Clinic held at Virden on the 25th ultimo on account of epileptiform seizures and anti-social behaviour.

Examination: From statements received from the mother, the school teacher, and the boy, it appears that seizures commenced about two years ago. As the onset of these seizures was associated with a scare, the parents became afraid that further scares might precipitate fresh attacks. In consequence of this, the boy was not as closely controlled as he would have been. At present, he is having relatively few attacks, and in consequence of

rather stricter supervision, his behaviour is showing some improvement.

Recommendation: 1. We have sent a report to the boy's physician with suggestions as to treatment.

2. We have already advised the mother and the school teacher as to the handling of his poor habits of behaviour.

O.P.                      C.A. 13-4/12                      I.Q. 95                      October 11, 1934

This boy was seen at the Mental Health Clinic held at Virden on the 29th ultimo, in the course of a routine check-up.

Examination: From information received from the mother and the boy himself, it appears that his behaviour has not been altogether satisfactory. He is still having occasional seizures and we feel that there might be some improvement in his personality, could these be more successfully dealt with. We have made recommendations along these lines both to his parents and to the family physician.

O.P.                      C.A. 14-1/12                      I.Q. 95                      June 17, 1935

This boy was seen at the Mental Health Clinic held at Virden on the 18th of May, during the course of a routine check-up.

Examination: He has apparently improved very considerably and his behaviour is much better. Sullenness and temper responses have almost subsided under the firmer handling which was initiated at the time of our last clinic.

Recommendation: We would suggest that this boy is now proceeding along definitely more fruitful lines, and that no further recommendation is necessary, save that he should continue to be handled firmly.

O.P.                      C.A. 14-9/12                      I.Q. 95                      March 3, 1936

Comments: O.P. is now in Grade VIII. His teachers has apparently handled this most difficult case very excellently, as he has shown a surprising degree of improvement. He has to be treated very firmly but has been given the job of bell-ringer and does many duties about the school under the direction of his teacher. He has renewed confidence and he is expected to grade to Grade IX this spring.

O.P. C.A. 14-11/12 I.Q. 81 May 16, 1936

This boy was seen at the Mental Health Clinic held at Virden on the 16th inst. during the course of a routine check-up.

Examination: His Mental Age was re-checked and found to be 12-6/12 and his I.Q. 81. He still continued to take a few seizures and it is felt that since last seen he has started to develop a rather typical epileptic personality, in that he is somewhat evasive and definitely sullen. The mother has made the mistake of only giving the boy medicine when he was actually taking the seizures, so that he has not been on steady medication.

Recommendation: With regard to medical treatment, the boy is to be put on a sedative which is to be continued without interruption. In view of his low I.Q. it is felt that his intelligence is suffering from the continuation of the epilepsy. As this loss cannot be regained, we feel that the time is rapidly approaching when he will derive no benefit from further school attendance. Placement on a farm, where he would be removed from exciting stimuli, would appear to be the best solution of this case.

O.P. C.A. 15-9/12 I.Q. 81 March 20, 1937

Comments: O.P. is now in Grade IX. He will not grade but shows a remarkable improvement. He belongs to the group outlined on page 76.

Case No. 12

P.Q. C.A. 12-9/12 I.Q. 87 October 31, 1933

This boy was seen at the Mental Health Clinic held at Virden on the 21st instant because of difficulty in keeping up with the children in his grade.

Examination: From information received from the mother, the school teacher, and the boy himself, it appears that the family background is fairly satisfactory. His birth was normal. He did not walk until 20 months, however. His behaviour at home and at school is quite satisfactory. He is very fond of out-of-door work, and is bright and cheerful, and is anxious to go in for farming. He does not care for school. His Mental age was found to be 11, giving him an I.Q. of 87.

Recommendation: We feel that this boy will find it very difficult to keep up with the Grade VII work, at all events at

his present age, and we do not feel that he is likely to prove fit for more than Grade VII work by the time he reaches the school leaving age. We have endeavoured to encourage him, however, to retain his interest in school work, and possibly later to aim at taking classes in the M.A.C., although we do not think that he has the intellectual endowment to graduate.

P.Q.            C.A. 13-9/12            I.Q. 87            October 11, 1934

This boy was seen at the Mental Health Clinic held at Virden on the 29th ultimo, in the course of a routine check-up.

Examination: Apparently he has not been doing any better in school, and had to repeat Grade VII. This is to be expected with his intellectual endowment. His behaviour is apparently fairly satisfactory, and he seems to have quite a good personality. His interests are primarily in farm work and we have advised his mother that at the school leaving age he might quite well be encouraged to follow what seems to be his natural bent in this direction.

P.Q.            C.A. 14-2/12            I.Q. 87            March 3, 1936

Comments: P.Q. is still in Grade VII and is doing even poorer work. There is no question of discipline, but if he could secure manual work, he would probably be better off out of school.

P.Q.            C.A. 15-2/12            I.Q. 87            March 20, 1937

Comments: P.Q. is now in Grade VIII. He will probably be promoted to the retarded Grade IX group in June.

Case No. 15

Q.R.            C.A. 8-7/12            I.Q. 99            October 11, 1934

This girl was seen at the Mental Health Clinic held at Virden on the 29th ultimo, because of nervousness and occasional temper tantrums.

Examination: From information received from the mother and the child herself, it appears that the family background is not altogether satisfactory. Her birth was normal, but she did not talk until the age of two. She still shows some infantile

reactions in this way of temper tantrums and she had to repeat Grade I. She is described at school as being mischievous and tending to carry tales. Her intelligence test showed her to have a Mental Age of 8-6/12 giving her an I.Q. of 99.

Recommendation: We feel that this girl requires, more than anything else, stricter supervision, and we have advised the mother as to the treatment of her personality disorders at home. At school, we would suggest that she should be expected to maintain a fair standard in view of her good intelligence.

Q.R.            C.A. 9-6/12            I.Q. 99            September 25, 1935

This girl was seen at the Mental Clinic held at Virden on the 21st instant, during the course of a routine check-up.

Examination: She is now in Grade IV and although she still has a tendency to be quick-tempered, the mother thinks there has been a considerable amount of improvement in this respect during the last year. She is reported as average in her grade, but is still inclined to be quarrelsome and a little over talkative. The home conditions are still somewhat unsatisfactory. Her intelligence was re-checked and she was found to have a Mental Age of roughly 8 years and an I.Q. of 84. This contrasts with an I.Q. of 99 on 29/9/34. In an effort to find an explanation for this variation, a Psychoneurotic Index Test was given, which gave a reading of 21, which is comparatively high, and which is probably to be accounted for by the home conditions.

Recommendation: As compared with last year, we feel that this girl has improved somewhat, but strict supervision should be continued. If the child could obtain the friendship and guidance of an older girl, we think that this would be of considerable benefit to her.

Q.R.            C.A. 10-0/12            I.Q. 84            March 3, 1936

Comments: Same as above.

Q.R.            C.A. 11-0/12            I.Q. 84            March 20, 1937

Comments: Q.R. is still in Grade IV. She is very erratic. She has been checked several times for begging for money on the streets. We find it difficult to make an impression for good on this child.

Case No. 14

R.S.                    C.A. 7-10/12                    I.Q. 102                    October 11, 1934

This boy was seen at the Mental Health Clinic held at Virden on the 29th ultimo, because of day dreaming and a tendency to minor delinquency.

Examination: From the information received from the mother, the school teacher and the boy himself, it appears that his birth was normal. His development was a little backward. He commenced school at the age of five and had to repeat Grade I. It is possible that through starting so early, he acquired the impression that he could not be expected to do as well as the others. His intelligence test gave him a mental age of 8, so that he should be quite capable of carrying on Grade II work. His delinquencies were apparently of a very minor order.

Recommendation: We have recommended to the mother that the boy should be entered in the Cubs for the character training value of this organization. We would also recommend that he should be pushed in school and should be definitely expected to keep up with the rest of his class.

R.S.                    C.A. 8-5/12                    I.Q. 102                    June 17, 1935

This boy was seen at the Mental Health Clinic held at Virden on the 29th ultimo, during the course of a routine check-up.

Examination: From information received from the mother, the teacher and the boy himself, it appears that he has been doing definitely better since we last saw him. He is not taking things to anything like the same extent as he was, and he does not lie. The other children at school, and also out of school, are allowing him to play with them more and more. His mother reports that she thinks he has been doing better school work, but unfortunately he has been out of school for two months due to measles in the family.

Recommendation: We feel that this mother has been following out our recommendations with good effect, and do not wish to suggest anything further, other than that she should continue working along similar lines.

R.S.                    C.A. 9-3/12                    I.Q. 102                    March 3, 1936

Comments: R.S. is now in Grade III making very poor progress. He appears to be sleepy and over-tired. His mother is apparently co-operating for better adjustment.

R.S.

C.A. 10-3/12

I.Q. 102

March 20, 1937

Comments: R.S. is still in Grade III, making very poor progress. He is undernourished and we are endeavouring to provide milk and hot soup at recesses.

Case No. 15

S.T.

C.A. 8-1/12

I.Q. 85

June 17, 1935

This boy was seen at the Mental Health Clinic held at Virden on May 18th being referred because of backwardness and nervousness.

Examination: From information received from the mother, the school teacher and the boy himself, it appears that the family background is only moderately good. The mother is an extremely nervous woman who has been much upset by the death of her husband two years ago. The boy was a premature child, and has been nervous since birth, and also somewhat delayed in development. He did not walk or talk until 18 months old. He commenced school at the age of 7, and repeated Grade II on changing schools from Saskatchewan to Virden. At home he is sensitive and emotional, rather quick-tempered, but soon over it. His Mental Age was found to be 7-8/12 and his I.Q. 85. His eyesight we felt possibly to be unsatisfactory.

Recommendation: We feel that this boy's nervousness is something which is acquired from the home background, and which can probably be overcome by increasing his social contacts. To this end, we are going to have our clinic nurse do some follow-up work on him, and, among other things, have him join the Cubs. We are also going to endeavour to have his eyesight looked into. With his Mental Age there should be no intellectual difficulty in keeping up with his present grade, and would suggest that even if he should continue to do poorly for a while, it would be well for him to continue in that grade, as subsequently when his nervousness subsides, we do not think he will have much difficulty with his work.

S.T.

C.A. 9-10/12

March 3, 1936

This boy was seen at the Mental Health Clinic held at Virden on the 16th instant, during the course of a routine check-up, having previously been referred because of nervousness and backwardness in school.

Examination: A mental rating showed him to have a Mental Age of 8, and an I.Q. of 80. The nervousness we felt had probably



decreased slightly since he was last seen.

Recommendation: The mother was again wanted that a good deal of this boy's nervousness was being transferred from herself. We feel that repeating Grade II has served to give him a better foundation on his school work and with a Mental Age of 8 he could possibly attempt Grade III work. It is to be noted, however, that with an I.Q. of around 80, he is going to continue to have some difficulty with his school work.

S.F.                      C.A. 10-10/12                      I.Q. 80                      March 20, 1937

Comments: Same as above. He is now in Grade III, doing very poorly.

Case No. 16

T.U.                      C.A. 12-6 /12                      I.Q. 78                      June 17, 1935

This boy was seen at the Mental Health Clinic held at Virden on May 18th referred because of backwardness in school.

Examination: From information received from the mother, the school teacher, and the boy himself, it appears that his family background is only moderately satisfactory. Several brothers did poorly in school, and one has already attended the clinic as a retarded child. The boy's birth was somewhat difficult and his development was retarded. He did not walk until the age of 20 months. He commenced school at 6-1/2. He has not repeated any grades, but his performance has been very poor. At present he is below average in Grade VI. Both at home and at school he shows marked temper tantrums, and is very stubborn. He is reported as fidgety, restless and nervous. His Mental Age was found to be 9-9/12 and his I.Q. 78.

Recommendation: We feel that this boy is quite seriously misplaced in his present grade. We feel too that this is a child whose behaviour would probably have been very much improved if his retardation had been detected earlier. From our experience with many similar cases there is very little doubt in our minds that his unstable mood and undesirable behaviour reactions are conditioned at least partly by his being forced to compete with children who are so definitely in advance of his capacities. We would recommend that he should be at least kept back this year, although even at that, he will still be definitely out of his depth.

T.U.            C.A. 13-3/12            I.Q. 78            March 3, 1936

Comments: T.U. is repeating Grade VI. His work is very poor. His nervous habits and temper displays continue. He is not likely to continue at school much longer. A very difficult case.

T.U.            C.A. 14-3/12            I.Q. 78            March 20, 1937

Comments: T.U. is now in Grade VII doing very poor work. The above comments apply.

Case No. 17

U.V.            C.A. 15-11/12            I.Q. 96            September 24, 1935

This girl was seen at the Mental Health Clinic held at Virden on the 21st instant, owing to the fact that she was having difficulty with Grade VIII work.

Examination: From information received it would appear that the family background is satisfactory. Her birth was normal, but walking and talking were delayed to a certain extent. Her school work has apparently been fairly satisfactory up until the last three years, during which time she has had to remain in Grade VIII. A mental rating gave her a Mental Age of 15-5/12 and an I.Q. of 96:

Recommendation: At the present time we feel that with an I.Q. of around 100, a child is able to complete Grade VIII, but at this point the level is reached. We would suggest that the girl should solicit the aid of her fellow-students in regard to her school work, but that in a short time it would be advisable for her to attempt to get some type of outside occupation, rather than remain at school for a longer period.

U.V.            C.A. 16-3/12            I.Q. 96            September 24, 1935

Comments: U.V. is repeating Grade VIII. She has improved a great deal this term. She will probably continue school another year.

U.V.            C.A. 17-11/12            I.Q. 96            March 20, 1937

Comments: U.V. is now in Grade IX. She will likely stop school in June.

Case No. 18

V.W.            C.A. 11-6/12            I.Q. 125            June 22, 1935

This boy was seen at the Mental Health Clinic held at Virden on May 18th being referred on account of nervousness.

Examination: From information received from the mother, the school teacher, and the boy himself, it appears that his family background is good. His birth and early development were normal. In recent years it is clear that the boy is developing a good deal of originality. He is inventive, and has interests a great deal different from those of his companions. He has not been particularly interested in school work, and has apparently not done his real capacity full justice. During the last year, this lack of interest in his school work, combined with the necessity of getting through the work, has apparently produced a certain amount of nervousness. There has been twitching of the face, grimacing, and some restlessness at night. His Mental Age is considerably in advance of his grade (Grade V) being 14-4/12.

Recommendation: We feel that this is a boy not only of real ability, but also of a good deal of originality. We feel too that he has considerable difficulty in adapting himself to the standard school routine and would suggest that, as far as is practicable, he should be allowed to develop in his own way, bearing in mind, of course, the necessity of obtaining at least the fundamentals of education.

V.W.            C.A. 12-5/12            I.Q. 111            May 16, 1936

This boy was seen at the Mental Health Clinic held at Virden on the 16th instant, during the course of a routine check-up, having previously been referred because of nervousness.

Examination: A mental rating showed him to have a Mental Age of 13-8/12, with a resulting I.Q. of 111. This is somewhat lower than last year (125) and we feel that possibly an average mean of 115 would be more correct. Our earlier recommendation was to the effect that the boy be allowed to develop more or less in his own way. It is possible that he is now beginning to think he can do pretty much as he pleases, and that he is taking advantage of this.

Recommendation: We would recommend that this child should now be pushed a little in his school work, this to be introduced gradually. It is possible that a mild nerve sedative would help in this case and his doctor is being communicated with in this connection.

V.W. C.A. 13-3/12 I.Q. 118 March 20, 1937

Comments: W.W. is now in Grade VI. His I.Q. has been re-checked and found to be 118. He stutters quite badly, but through special reading technique is improving. His mother died recently and naturally he has been upset lately.

Case No. 19

W.X. C.A. 7-11/12 I.Q. 88 June 17, 1935

This boy was seen at the Mental Health Clinic held at Virden on May 18th being referred because of backwardness.

Examination: From information received from the mother, the school teacher, and the boy himself, it appears that his family background is fairly satisfactory. His birth and early development were fairly good, although he early showed slight signs of retardation. His teacher reports that he is below average in his grade and that he is very babyish. His parents say that he is very sensitive and his feelings are easily hurt, especially in the home. His teeth were found to be in very poor condition. It was thought that he was probably overactive in his play. His Mental Age was found to be 7-3/12, giving him an I.Q. of 88.

Recommendation: We have advised the parents to try to improve this boy's physical health, particularly in regard to his teeth, and we have also advised that he should have a rest period after meals. We feel that he should certainly be capable of doing Grade I work, and indeed, of keeping up with his class if he goes forward to Grade II next year. We are rather inclined to think that as he gradually fits into school work more adequately, his performance will be much better.

W.X. C.A. 9-8/12 I.Q. 88 March 20, 1937

Comments: W.X. is now in Grade II doing fair work.

Case No. 20

X.Y. F C.A. 11-10/12 I.Q. 108 September 24, 1935

This girl was seen at the Mental Health Clinic held at Virden on the 21st instant being referred as a behaviour problem, and because of her inattentiveness.

Examination: From information received from the mother, the school teacher, and the child herself, one would judge that the family background is not of the best. Her birth and early development was apparently normal, save that she is a twin. Incontinence persisted until the age of 2, walking was delayed until 16 months and she did not talk until the age of three. There are reports of minor pilfering and untruthfulness. The child herself complains of being very nervous and easily excited. Her Mental Age was found to be 12-9/12 and her I.Q. 108.

Recommendation: We feel that this girl's nervousness is in a large measure explained by her thyroid enlargement and we have asked the mother to take her to a doctor for treatment of this condition. The child was spoken to about the pilfering and untruthfulness and promised to do better. She states that some of the difficulty is due to the fact that she dislikes her teacher. She is now in Grade VI.

X.Y.                      C.A. 13-4/12                      I.Q. 108                      March 20, 1937

Comments: X.Y. is now in Grade VII, showing improvement. She will probably grade to Grade VIII in June.

Case No. 21

Y.Z.                      C.A. 10-9/12                      I.Q. 103                      September 24, 1935

This boy was seen at the Mental Health Clinic held at Virden on the 21st instant being referred as a behaviour problem.

Examination: From information received from an aunt, the teacher and the boy himself, it would appear that the family background is not altogether satisfactory. His birth and early development normal, and his behaviour at school has been fairly good until recently, when he got into a minor quarrel and has been somewhat of a behaviour problem in school. In the Clinic he was quite repentant and apparently, from information received, this recent episode has been satisfactorily handled by the parties involved, and we think that nothing further need be recommended along this line. His Mental Age was found to be 11-2/12 and his I.Q. 103.

Recommendation: With regard to the fighting, we think that this is really more a question for the parents, as apparently it was magnified to some extent. In the school room this boy may continue to be a problem until such time as he can come under

stricter discipline, which will apparently do him some good. It is certainly very definite that his intelligence is not causing him any difficulty in getting along with his school work.

Y.Z.                      C.A. 12-3/12                      I.Q. 103                      March 20, 1937

Comments: Y.Z. is now in Grade VII Junior, and will pass to Grade VIII in June. He is no longer a problem case.

Case No. 22

A.A.                      C.A. 9-0/12                      I.Q. 26                      September 24, 1935

This girl was seen at the Mental Health Clinic held at Virden on the 21st instant, being referred because of speech defect and difficulty at school.

Examination: From information received from various sources, it would appear that the mother was in poor health during this pregnancy. Labour was extremely difficult and one could definitely state that there was damage done to the brain at this time. Incontinence persisted up to the age of three. There was some teething difficulty and a few convulsions occurred. Temper tantrums were present, and the child did not walk until the age of three, or talk until the age of four. At a very early age, she contracted infantile paralysis, with a resulting paralysis of the right side. At the age of 16 months, there was another condition which left a deafness in the right ear, and on two occasions severe falls have been noted. A mental rating gave her a Mental Age of 3-6/12 and an I.Q. of 26.

Recommendation: As will be seen, with such a low rating, this child should really not be in school at the present time, but one feels that it would be difficult to discontinue now that she has started. If she continues at school, we would suggest that she should be allowed to stay more with the idea of maturing her emotions and play interests than for the benefit of education. We feel that the I.Q. is somewhat low. She is in Grade II.

A.A.                      C.A. 9-8/12                      I.Q. 38                      May 16, 1936

This girl was seen at the Mental Health Clinic held at Virden on the 16th instant, being referred for a check-up in regard to her progress.

Examination: A mental rating showed her to have a Mental Age of 3-9/12 with an I.Q. of 38. Last year's report gave her an I.Q. of 26, but this should have been 38, as there was an error in calculation.

Recommendation: In view of this child's low I.Q. we would certainly recommend that she should remain in Grade II for another year. We would also recommend that an effort should be made to improve her habits and to get her to mix more with children of her own age.

A.A.                    C.A. 11-6/12                    I.Q.                    March 20, 1937

Comments:            A.A. is still in Grade II. There is no improvement.