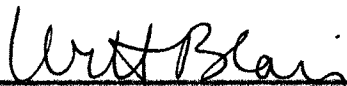



AN EVALUATION OF THE WORK OF THE PRIMARY
SUPERVISOR IN TARRANT COUNTY

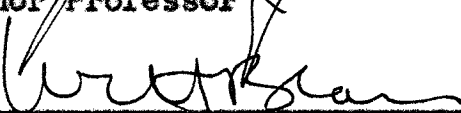
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AN EVALUATION OF THE WORK OF THE PRIMARY
SUPERVISOR IN TARRANT COUNTY

THESIS

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By
185216

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CHAPTER I

INTRODUCTION

The Purpose and the Problem

The purpose of this study is to describe an acceptable method of primary supervision. The need for the study is expressed by Kimball Wiles in his new book on supervision:

The most effective way of supervising has not been determined. In fact, most teachers do not feel that supervision, as they know it, is helpful. For example, only four per cent of the teachers in Indiana feel that the supervision they have is good.... In Pennsylvania, when Mort and Cornell asked 2,416 teachers where they secured ideas for changes they had made or would like to make, only thirty-five mentioned the local supervisor.... More successful supervisory practices must be found. ¹

The problem of this study is to evaluate the work of the primary supervisor of Tarrant County. The major emphasis has been the development of evaluative criteria from a review of literature in the field of democratic philosophy and modern psychology of education as the principles found in each apply to supervision. The necessity of this method of developing criteria for evaluating supervision is stated by Barr, Burton and Brueckner in Supervision:

One and the same set of supervisory functions, operated under different sets of principles, would produce

¹Kimball Wiles, Supervision for Better Schools, p. 3.

greatly varying results because of differing aims, means, and attitudes. The desirable principles are those of science and democracy. Supervision must use objective diagnostic techniques. The evolutionary, experimental attitude must permeate the whole activity. The democratic attitude and practices of participation and cooperation are equally fundamental. 2

Two questionnaires developed from the criteria--one on democratic principles of supervision and one on the modern psychological principles of supervision--were sent to all the primary teachers in Tarrant County under the supervision of the county supervisor. The answers to these questionnaires were compiled and reviewed.

Delimitations

The evaluation is limited to the questionnaires developed from seven democratic principles and eight psychological principles of supervision and checked by the primary teachers in Tarrant County. No attempt was made to contact administrators, other supervisors, special and upper-grade teachers, pupils, parents, and others with whom the supervisor works. Personal contact was made with only twenty-one of the seventy-six teachers who answered the questionnaires. Some explanation of several questions was requested by a few of those personally contacted and it is conceded from the comments on the questionnaires received through the mail that various questions were not thoroughly understood by some teachers.

However, these comments are listed and discussed in the explanation of the compiled answers to the questions.

Definition of Terms

The term primary supervisor is used to mean the official leader who is responsible to the superintendent of schools for the improvement and functioning of the instructional program in the primary grades. The Tarrant County supervisor serves in official capacity only those common (rural) and independent school districts that have less than forty teachers and have no supervisor in the immediate school system.

The term primary grades refers to the first three grades usually found in Texas schools. In no school is a kindergarten or nursery-school class included. The primary teachers are the teachers of these first three grades in the elementary school system.

Sources of Information

The information in this thesis was secured from a review of literature in educational philosophy, psychology and methods of supervision; from observations, and from written and oral interviews with the primary teachers in Tarrant County.

Organization

Chapter I contains the introduction: a statement of the problem and the purpose of the thesis, delimitations, definition of terms, the sources of information, and the organization

of the information in the study. Chapter II presents a review of literature and develops the criteria for evaluation according to modern democratic philosophy and psychology of education. Chapter III begins with the setting for the official work of the primary supervisor of Tarrant County. The activities of the supervisor are described and the evaluation criteria set up in Chapter II are applied to the work of the supervisor in the form of questions answered by the primary teachers of Tarrant County under the direction of the county supervisor. The answers to the questionnaires are compiled and discussed as to the implications for democratic and scientific methods used by the primary supervisor. Chapter IV gives a summary and some conclusions of the study.

CHAPTER II

CRITERIA FOR EVALUATION OF THE WORK OF A PRIMARY SUPERVISOR

Overview

Before a set of criteria can be set up to evaluate the work of a supervisor or of any other educational endeavor, a study of the society in which the work is to be carried on needs to be reviewed. It is the value that society places upon a thing that makes the thing worth while or unworthy.

The cultures of life--"a mantle of imagination spread over common people, common objects, and common processes by which we live"--¹are variable from place to place and from time to time. In primitive times topography and climate were the principal factors of influence causing differences in the cultures or societies of men, but now science is chiefly responsible.

Science is responsible for our discoveries and inventions. These underlie the changes in industry. Discoveries and inventions together with their applications change the conditions of living, which in turn give us new social change. ²

¹ T. V. Smith, "Home Lessons from Educational Adventuring Abroad," Report of American Association of School Administrators, p. 113.

² L. Thomas Hopkins, Curriculum Principles and Practices, p. 19.

Science has been a democratic influence. Books, music, and other educational advantages once were only for the nobility. Now, thanks to science and mass production, these advantages are shared by all. The one remaining prerequisite of the aristocracy is leisure and that, too, will become the broad privilege of democracy before the children of today are mature. The net result of atomic energy, electronic controls, and longer life is the ability to produce more and more things with less and less labor and, therefore, to give more and more people time to live.³

Machines have made all parts of the world accessible to our bodies, and a new and revived education must make mind and heart ready for world living, world understanding, and world responsibility... Nothing less than the world view can satisfy the man and woman of today, for it is only the world view which can give depth and content and the meaning to modern life.⁴

To really understand the world today we must face the fact that "the world is split right straight down the middle, politically, economically, ideologically, spiritually."⁵

Today the peace of the world is jeopardized by two diametrically contrasting, conflicting ways of life; the welfare and happiness of the citizens of all nations depends on which one survives. Liberal capitalism as a means of attaining democracy in the United States and in

³ Gerald Wendt, "The Readjustment of Education to the Atomic Age," Report of American Association of School Administrators, p. 178.

⁴ Pearl S. Buck, "We Need the World View," Report of American Association of School Administrators, p. 164.

⁵ Walter H. Judd, "America's Expanding International Role," Report of American Association of School Administrators, p. 20.

some of the western nations of the world is in direct ideological conflict with the totalitarian dictatorship in communistic Russia....Democracy believes in the dignity and worth of the individual with the state being used as a servant in achieving the welfare of the citizen... Communism in direct contrast asserts the importance of the state and denies concern for the individual whose happiness, welfare, or improvement has been and always will be sacrificed ruthlessly by the dictator class. The state sets the plan. In the communistic state the school is the instrument of the central government, not of the citizens....It is the responsibility of society to teach and to demonstrate that our way of life clearly is so much more desirable than communism that the people of the world may choose wisely. This is now being undertaken by our federal government on an international scale. It is the responsibility of the school to indoctrinate our young people in the American way of life so that they know it by heart and live it instead of accepting it passively. 6

President Truman has said,

The wise men who created this nation recognized education as a foundation stone of freedom. With great vision they charged the teachers of the country to 'proclaim liberty' as vigorously as they taught the three R's.... Our schools are still custodians of freedom.... Every child should learn at first hand not only its benefits, but also its duties. 7

Then the "philosophy behind the free public-school system is to equip citizens to carry on our American way of life,"⁸ or, as Hopkins says, "Teach them to do better the desirable things which they will do anyway."⁹

⁶Paul B. Jacobson, "Education in a Democracy, p. 84.

⁷Harry Truman, "The President's Statement on American Education," N.E.A. Journal (March, 1949), p. 508.

⁸Robert H. Wyatt, "This Is Fundamental," N.E.A. Journal (March, 1949), p. 231.

⁹L. Thomas Hopkins, Curriculum Principles and Practices, p. 13.

The development within the young of the attitudes and dispositions necessary to the continuous and progressive life of a society cannot take place by direct conveyance of beliefs, emotions, and knowledge. It takes place through the intermediary of environment.

The great difference between a totalitarian and a democratic program of education is not so much a difference in content as in method. In the end the difference in method is perhaps the only thing that counts. 10

Modern Democratic Philosophy

John Dewey said, "School is a place where we carry on a way of life. It is a way of life that has vital bearing on school organization, on the need of establishing continuity¹¹ between school life and life outside of school."

Neither democracy nor real education can exist without each other. From a thousand rostrums the fact that our democracy needs education has been proclaimed. It is indeed quite clear that no government based on democratic principles can long endure in a nation of ignorant people. But the equally important thesis that our education needs democracy has been given less than the consideration it deserves. 12

Educators now are inclined to agree with Dewey that without efficient educational administration, compatible with democracy, all other improvements in education are 'compromised at their source and postponed indefinitely for fruition.'¹³

10

Alonzo F. Myers and Clarence O. Williams, Education in a Democracy, p. 102.

11

Boyd H. Bode, "A New Kind of Administrator," The Nation's Schools (August, 1948), pp. 20-21.

12

Educational Policies Commission, The Purpose of Education in American Democracy (1938), p. 22.

13

Miel and Misner Koopman, Democracy in School Administration, p. 2.

In a word, the American public school, through its life and program, should proceed deliberately to foster and strengthen all those physical, intellectual, and moral traits which are the substance of democracy--to incorporate into the behavior of boys and girls the great patterns of democratic living and faith. 14

As Barr, Burton, and Brueckner have said,

The objectives of all education is the provision of opportunities for continuous intellectual, physical, spiritual and social growth on the part of the individual to the end that he may function more capably and more happily as a member of a cooperative democratic society. 15

Since schools were established to foster democracy and to teach democracy, schools must be democratically organized and operated. It becomes necessary to consider further the principles in the democratic faith. "Although the boundaries of this faith are elastic and changing, the following articles, related and interwoven, must be included."¹⁶ At the conclusion of a brief discussion of each of the following principles of democracy, an attempt is made to apply that principle to supervision.

Individual Equality and Responsibility

General Eisenhower has said, 'The very core of what we mean by Americanism is individual liberty founded on individual responsibility. Self interest and patriotism, rightly considered, are not some

14
Educational Policies Commission, The Education of Free Democracy, p. 44.

15
Barr, Burton, Brueckner, Supervision, p. 163.

16
Ibid., p. 33.

contradictory ideas....You have to look out for yourself, and you have to look out for your country. 17

Down through the ages in the expressions of the yearnings of men as revealed in their writings, songs, and scriptures is found the belief that "the individual human being is of surpassing worth,"¹⁸ but only in "America is the freedom of mind and spirit in man... human dignity--not a dream--but an accomplishment."¹⁹ This "human dignity" (the guarantee in the Constitution of the American government of the people, by the people, for the people, of equal liberties to all) does not mean that each individual should attain a sameness in ability or responsibility, but it does mean that all individuals are born with certain "inalienable rights" to condition, or opportunities which will make it possible for them to develop their best selves. With the individual's capabilities go certain corollary responsibilities if democracy is to function properly. For democracy "holds that men deserve no better government than they exert themselves to obtain."²⁰ So democracy is dependent upon the individuals that

17

Dwight D. Eisenhower, "An Open Letter to American Students," The Reader's Digest (October, 1948), p. 3.

18

Barr, Burton, Brueckner, op. cit., p. 16.

19

Herbert Hoover, "What We Mean By American," The Reader's Digest (November, 1948), p. 83.

20

William F. Russell, Thomas H. Briggs, The Meaning of Democracy, pp. 206-12.

compose it. It can rise no higher than the capabilities and responsibilities of its citizens.

Some one has said, "The only equality we know anything about is freedom from ignorance."²¹ This brings the realization of the responsibility of education in a democracy. It becomes the duty of the schools to develop each person to the limit of his potentialities and to inspire him to accept responsibilities as honor of attainment.

The same opportunities for different individuals cannot be regarded as equal opportunities. Each person must be regarded as a distinctive individual and opportunities provided for his particular development. . .

The democratic concept of equality must also guarantee to each individual, according to his ability and achievement, an equal share in determining the purpose of social action and in planning the means of obtaining these common objectives. 22

Kimball Wiles applies this principle of individual equality and responsibility to the work of a supervisor as follows:

Getting people to assume responsibility does not mean convincing someone to do the thing the supervisor wants done. A more fruitful approach is to assume that getting people to assume responsibility means to give them a part in determining the goals and method of operation....They inescapably acquire a sense of responsibility for the success of their decision. But as long as the supervisor decides how authority shall be used, the responsibility for the success of their

21

Henry C. Morrison, School Review, pp. 165-166.

22

Arthur D. Hollingshead, Guidance in Democratic Living, p. 14.

program rests entirely on his shoulders. Shared authority and shared responsibility are indivisible.²³

This does not mean that a primary supervisor should not feel responsible to the ones who delegated the supervisory authority--administration, board-f-education, or community--but when individuals of a group (school, community, county, and the like) are allowed to contribute according to their ability, interests, and needs in purposing, planning, executing and evaluating, they automatically become responsible or co-advocates for the same. Thus from individual equality evolves group responsibility.

Freedom and Initiative

"The democratic ideology that the individual is the most precious thing on earth"²⁴ bespeaks of freedom. America has been called "the land of the free." Yet, when it is "assumed that all persons have equal rights to life, liberty, and the pursuit of happiness"²⁵ the fact is recognized that this is true only in so far as it does not conflict with the liberties of others. The Declaration of Independence

²³

Kimball Wiles, Supervision for Better Schools, p. 64.

²⁴

Eric Johnston, "Ideology for Democracy," N. E. A. Journal (March, 1949), p. 173.

²⁵

William F. Russell, Thomas H. Briggs, The Meaning of Democracy, p. 207.

limits the fact of individual freedom by not only declaring that "men are created free," but also saying that "men are created equal." The more complex society becomes, the more restraints are added to individual freedom of action. The democratic citizen

must protect the freedom of others if he is to retain his own....He must match his freedom with responsibility. Yet to reach full stature the democratic citizen must have freedom of inquiry, thought, speech, assembly and conscience. For as the eminent psychiatrist, G. B. Chisholm, puts it: 'Man's freedom to observe and think freely is as essential to his survival as are the specific methods of survival of the other species to them. Birds must fly, fish must swim, herbivorous animals must eat grasses and cereals, and man must observe and think freely. 26

"If a child is to develop a personality which is his own rather than a copy of some adult model....he must be accorded a considerable degree of freedom."²⁷ Pearl Buck has said, "The only atmosphere in which education can bear fruit is that of freedom combined with order."²⁸ If teacher and pupils are free to search out their problems, to plan solutions, to discriminate, to draw conclusions, to make judgments and evaluate the results, then an environment

26

Alice V. Keliher, "Personality for Democracy," N.E.A. Journal (November, 1948), pp. 496-497.

27

G. T. Buswell, "How Much Freedom Should be Granted to Pupils to Choose Their Experiences in Learning?" Elementary School Journal, XL (December, 1939), 262.

28

Pearl Buck, "We Need the World View," American Association of School Administrators (1948), p. 165.

can be created where they can live pleasantly together and want to accomplish joint and individual purposes. There must be order and control or pleasant living is impossible. There must be that type of control that does not smother initiative and creation. The ones to abide by rules of order and control should have a voice in making the rules and should thoroughly understand their purpose. Only where freedom is allowed can initiative and creation be developed and democracy cannot survive unless its citizens have the desire and the ability to solve the problems.

Democracy in its fullest sense--democracy as a way of life--can survive any number of errors in judgment, but it cannot survive if the people have not learned to think and to have confidence in their own ability. A people whose resourcefulness and initiative are dead will always turn to a dictator, to a man who can solve their apparently hopeless problems. A people characterized by initiative and resourcefulness will always resist a dictator. 29

A supervisor who encourages teachers to work out and change plans to fit their pupils' needs with the attitude that there are no best methods and technique, for too much depends on the adaptability to the time, place, and person or persons, will develop initiative in those with whom the work is done through allowing or using freedom. "Much has

29

Ralph A. Brown and Kenneth C. Coulter, "Smothering Pupil Initiative," The School Review, LII (January, 1942).

been learned from research and experience, but teachers must continue to experiment to increase their effectiveness."³⁰

Tolerance

Freedom is an indivisible word. If we want to enjoy it, and fight for it, we must be prepared to extend it to everyone, whether they be rich or poor, whether they agree with us or not, no matter what their race or the color of their skin. ³¹

Belief in the interactive process is basic to the democratic way of life. Interaction is a word used to describe the relation between a people and the existing culture, inherited or in the process of becoming. It applies to a people as a whole, to various groups and to individuals. In other words, it governs all relations among individuals or groups of individuals, young or old, in their contacts with each other. It means that in all problems arising among groups or individuals each party shall be free to study conditions, state the issues as he sees them, and propose his solution without fear of ridicule, violence, or suppression. This means, of course, freedom of movement, freedom of inquiry, freedom of assemblage, freedom of speech, freedom of press, for without them, groups and individuals would be unable to express their beliefs and conclusions adequately. ³²

This freedom of expression enables all to learn from one another, the foolish from the wise and the wise from the foolish, even if it be only not to act foolishly. "A democracy must always respect the values in minority judgments

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Kimball Wiles, Supervision for Better Schools, p. 77.

³¹

Weldell L. Wilkie, One World, p. 84.

³²

L. Thomas Hopkins, Interaction: The Democratic Process, p. 109.

the same as minorities respect the value of majority judgments."³³ Mass judgment does not mean a dictatorship of the majority.

School is a good place to form a regard for the opinions of others. All knowledge should be respected, accepted and put to use. The minority group should be granted the right to agitate peacefully for the change of any decision while abiding by the rule of the majority. Tolerance in school can and should lead to a better understanding in the United Nations and the world.

To emphasize the evils of intolerance and the importance of tolerance in the work of a supervisor a quotation from Kimball Wiles's book follows:

A program must be built on all the points of view in the staff. If the ideas of those who disagree with the supervisor are excluded from the development of the program, the staff will be split, and the chances of success of the program will be greatly limited. If consensus is to be achieved, the disagreement must be talked through and successful compromises must be reached. Without consensus, much time will be lost while the members of the staff fight each other. Those who do not agree will be constantly watching for shortcomings and opportunities to turn back.

Agreement should be sought between individuals as well as within the staff as a whole. The supervisor will want to sit down with the teacher who disagrees and seek to determine the areas of agreement. Ways of working should be built on the areas of agreement, with provision made for further exploring the areas of disagreement. If the disagreement is in the field of

method, experimentation may be an easy way of solving the dilemma. If the agreement, however, is in basic values held, it will be necessary to have long discussions with the teacher involved so that the points of view of the supervisor and the teacher will become very clear and so that an operating base may be established.

In private and public discussion with the teacher who disagrees, the supervisor should be concerned with the growth of the teacher and not with winning a point in an argument. If the emphasis is on growth, there may be a time when the supervisor will want to lose an argument. The procedure for the supervisor should always be determined by what is happening to the other person. If the argument over a point is a growth experience, then it should be continued. If the disagreement is causing the teacher to withdraw or to become bitter, then the issue should be put in the background as quickly as possible. 34

Cooperative Participation

The focused and coordinated thinking of a cooperating group can bring reasonable solutions to problems of living which the ablest individual alone could not solve satisfactorily. Thus by democratic cooperation desirable growth of the individual and the improvement of the good life go on simultaneously. To isolate them means disaster for both. 35

General Dwight D. Eisenhower in his "Open Letter to America's Students" explains what is meant by cooperative participation in American democracy thus:

To be a good American is the most important job that will ever confront you. But essentially it is nothing more than being a good member of your community, helping those who need your help, striving for a sympathetic understanding of those who oppose you, doing

34

Kimball Wiles, Supervision for Better Schools, p. 104.

35

L. Thomas Hopkins, Interaction: The Democratic Process, p. 107.

each new day's job a little better than the previous day's, placing the common good before personal profit. The American Republic was born to assure you the dignity and rights of a human individual. If the dignity and rights of your fellow men guide your daily conduct of life, you will be a good American. 36

With the advent of industrialization and specialization our state of civilization, based upon efficiency in performing services, is necessarily accompanied by interdependence and a "steadily increasing sense of obligation to a constantly enlarging social group."³⁷ The complexity of society today demands that citizens work together for the common welfare. To do this groups must be formed, plans must be made and carried out and evaluated by the group.

In school some form of cooperative participation exists, but not always the intelligent voluntary kind where the members of the group work together to achieve their planned purposes in an informal and friendly manner using self-control and self-direction. For it is hard for individuals to realize that selfishness and greed lead to self-destruction because they lead to the destruction of the "general welfare." And, too, it is so much easier for teachers and supervisors to tell how to guide while the learner discovers.

³⁶ Dwight D. Eisenhower, "Open Letter to American Students," The Reader's Digest (October, 1948), p. 5.

³⁷ William F. Russell, Thomas H. Briggs, The Meaning of Democracy, p. 210.

Changing and Flexible

"Change is the most dependable feature of life. It is stimulated by our democratic way of life."³⁸ The Bible says "and you shall know the truth and the truth shall make you free."³⁹ Democracy says that man should be free to search for the truth.

Democracy stimulates a hope of constant betterment and provides means which the ambitious and earnest may use. It encourages constant reappraisal of things as they are and stimulates hope that leads to action for their betterment in the future. It uses peaceful means for promoting and bringing about change.⁴⁰

The freedom to do scientific research, the freedom of communication and the modern methods of communication and transportation have all aided in bringing about the great changes of modern life. It is very necessary that people understand and have a part in what is going on so that they may have a healthy expectance and acceptance of change.

All culture is cumulative. It is a continuously growing, changing affair. Each generation transmits the various parts to succeeding generations. Some of these are more or less in the form in which it received them, and some are with modifications. Since each generation attempts to adapt the inherited things to its needs on novel situations, people must contrive ways of using them, or make heretofore unrecognized

³⁸ Organizing Elementary School for Living and Learning, 1947 Year Book, p. 19.

³⁹ John 8:32.

⁴⁰ William F. Russell, Thomas H. Briggs, The Meaning of Democracy, p. 209.

changes in them, or develop quite new things and processes when the old things cannot be modified to their use. All of these inherited things plus the modified and added behaviors of a generation represent the cultural continuity which is the essential factor in the perpetuation of any civilization. 41

Change is a commonplace thing in certain areas of living. In such matters as communication, transportation, and recreation, the American people come to expect and demand it....In our social institutions, and in our schools particularly, we have failed to develop a comparable attitude toward change and development. 42

Yet the framework of democracy that places faith in the dignity and worth of the individual man and his right to use all material power and logic for his benefit is flexible enough to permit any and all changes necessary to make the fullest use of all recent discoveries not only for this nation but for the world.

Schools as well as all democratic institutions must be flexible enough to take care of all individuals, their likenesses and differences, and to use all things at hand for the welfare of all. Parents should have a chance to participate in the school program, trips should be permitted that cut across daily programs, and unexpected treats that pop up used, such as Jane's brother who has just returned from a year in India. If school life is built upon the immediate problems vital

41

L. Thomas Hopkins, Interaction: The Democratic Process, pp. 101-102.

42

Organizing Elementary School for Living and Learning, 1947 Year Book, p. 18.

to its members, its citizens will not only have a desirable attitude toward change, but will also develop the initiative to bring it about. ⁴³

If supervisors place emphasis on proving why improvement should not be attempted rather than on proving why any new procedure should be tried, teachers and pupils would be encouraged to initiate needed changes.

Happiness and Security

Liberty requires opportunity to make a living-- a living decent according to the standard of the times, a living which gives a man not only enough to live by, but something to live for. ⁴⁴

Security and happiness cannot be assured. The preamble to the Constitution gives the pursuit of happiness as one of the unalienable rights of man. To be happy one must have security.

Democratic government does not owe people security. Democracy does not owe people a handout. We may give them a handout out of our charitable nature, but all that democracy owes to people is equal opportunity. It owes people a right to be a part of things, to be a participant. ⁴⁵

While participating, taking advantage of his opportunities to work to satisfy his needs and those of his dependent or unfortunate fellows, the democratic citizen is

⁴³ Ibid., p. 19.

⁴⁴ Franklin D. Roosevelt, "Speech of Acceptance," 1936.

⁴⁵ Hubert H. Humphrey, "The Age of Crisis and Its Impact upon Education," American Association of School Administrators (1947), p. 73.

pursuing happiness, for happiness is a by-product of life. The democratic life based on the belief that people are capable of thinking for themselves, of arriving at sane decisions, and of being able to take care of themselves gives the best assurance possible that both logic and science will become the servants of man and bring security and happiness to all.

The net result of atomic energy, electronic controls, and longer life--to mention only these few imminent forces--is the ability to produce more and more things with less and less labor and, therefore, give more and more people time to live....I suspect that this present age of emphasis on materials and on power is a passing stage and that we will soon take our earnings from the machines in time instead of money.

Obviously, this would be a catastrophe if it came suddenly and if we were as unprepared for it as we are now. Therefore, the greatest challenge to education today is to find those values which make life worthwhile and to prepare our children--not for the conditions of previous centuries when everybody had to work all the time just to stay alive--but for the late twentieth century when most of us can use the machines for that mean job and can use our days to make life rich. 46

Periods of great change caused by scientific inventions and developments such as are being experienced now bring about feelings of fear and insecurity in society because normal cultural patterns are upset or disturbed. But there are ways to help people find security in an evolving situation. If lines of communication are kept open and all persons concerned are allowed to feel they have a part in the planning

and accomplishing, there is an understanding that leads to a feeling of security. When all educational endeavors are organized on this democratic problem-solving basis change will be as welcome in social life as it is in material things and there will be a greater feeling of security at all times.

During a four-year investigation of the question of what makes a teacher feel happy and secure in his job and his school Kimball Wiles questioned one thousand graduate students. The following are the items most frequently listed:

1. Security and a comfortable living
2. Pleasant working conditions
3. A sense of belonging
4. Fair treatment
5. A sense of achievement and growth
6. Recognition of contribution
7. Participation in deciding policy
8. Opportunity to maintain self-respect.

Universality

While quoting from the Preamble to the Constitution, H. J. Humphrey said,

We hold these truths to be self evident....Yes, there is no argument about it. We hold them to be self evident. That is our creed. It is a matter of faith. 'That all men are created equal.' Do you really believe that? 'That they are endowed by their Creator.' Not by the Constitution, not by a president, not by a political party, not by a monarch, but by God Almighty. 'With certain unalienable rights; that among them are life, liberty, and the pursuit of happiness.'... Not

47

Kimball Wiles, Supervision for Better Schools, p. 40.

only do we believe this for Americans, but we believe in the concept of man and in the concept of the brotherhood of men, which means that democracy is a philosophy of universality, which means that it can never be circumscribed by jurisdictional limits that we call boundary lines, which means that democracy is a world wide philosophy that can embrace all people all over this world. 48

If we are to have one world, and we believe we must to survive, then we believe it must be built through the use of such constructive agencies as education.... That building will have to begin with the little children in the elementary schools of America....It is difficult to develop and present tangible insights and suggestions as to how the elementary school can serve the one world.... It is clear we must vastly expand our attention to the development of cultural and intercultural understandings....It will help tremendously if the ten-year-olds of America can learn first about each other; can learn that some of them are white; some of them are black; some of them are brown; but they all have more things about them that are alike than are different. We would like for them to learn through participation that they all get hungry, they all get cold, they all like to play, that they all cry when they are hurt, and that they all love their mothers.

We believe it is through such understandings and approaches about their own companions here in America that we can then hope to move on and develop the same kinds of understandings of and appreciation for the ten-year-olds around the world. 49

Teachers, supervisors, and principals today realize that international understanding through education is one of their responsibilities....Through a study of curriculum materials and their own manifest attitudes, they should endeavor to develop in their pupils good will toward all peoples of the world. 50

⁴⁸ Hubert H. Humphrey, "The Age of Crisis and Its Impact upon Education," Official Report of the A.A.S.A. (1947), pp. 68-69.

⁴⁹ Organizing Elementary School for Living and Learning, 1947 Year Book, p. 13.

⁵⁰ William T. Melchior, Instructional Supervision, p.466.

Conclusions

To be democratic the work of a supervisor must include the following guiding principles of action:

1. To give individuals opportunities to plan and work and share responsibilities according to their capabilities and needs becomes a responsibility of a supervisor. To do this the supervisor must know the capabilities of the individuals (especially the teachers) and how these can be best applied to their work.

2. The teacher, pupils and groups must have freedom to discover, plan and work that they may develop initiative to solve the problems of life.

3. The supervisor should be tolerant enough to believe in the worth of each member of the school community and prove it by working with them on the type of improvement they deem important. The supervisor should always give pre-eminence to the teacher just as the teacher should give preeminence to the child for whose welfare the position exists.

4. The development of group-thinking followed by group action is one of the keys to successful supervision.

5. Supervisors should ask as frequently for proof why a new method should not be tried as for reasons why it should.

6. Conditions that contribute to the security and happiness of teachers both personally and as members of

the group should be a chief concern of the school supervisor.

7. Through attitude and provision of material and opportunity to take action the supervisor should promote international understanding and good will.

Modern Psychology--A Scientific Basis for the
Democratic Philosophy

As has been pointed out many times in the preceding review of the democratic philosophy of life, the annals of history relate that every scientific discovery of ages past has affected man's mode of life. As new inventions have entered homes and life, they have changed living standards and social habits. The ultimate consequences have gone far beyond mere materials and gadgets and have changed attitudes toward neighbors, toward other nations, toward the universe and even toward religion. The reason is now evident. The what, the guiding principles or values, the philosophy of life has been contrary or at least not parallel with the why of life or the laws of nature that control all things. For many years there have been frequent discussions of the need of readjusting education so that science would be better integrated into our national culture and thus lessen the gap between human affairs and science that has caused the forced changes in social institutions to be accompanied usually by much fear and distress. Many things have caused this needed readjustment to

be unduly delayed. Perhaps the basic cause has been the ancient prejudiced religious superstitions concerning the knowledge of man. "For centuries the dissection of the human body after death was forbidden as a blasphemy of God's handiwork."⁵¹ Man has always worshipped what he did not understand and religion has been the basic thing in philosophy or the setting of the values by which men live.

Schools were instituted to train men for the ministry and to satisfy a religious need. Later they were, and still are, used to pass the culture from one generation to the next. The first schoolmasters or teachers were ministers of God's holy will who were religiously obligated to subdue the natural tendencies of man which were all believed to be evil. Stereotyped passages, rules, and problems were memorized to improve the mind. Mind and matter were separate and apart. The mental powers of man were God-given mysteries. Thus the practices and methods of education were based on this false psychology, ignorance of the natural laws underlying human activity.

It was much safer during the early and violent years of history to study the stars and rocks and atoms than it was to study man. But, as will be shown as this study proceeds, the precise natural laws governing and controlling

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Gerald Wendt, "The Readjustment of Education to the Atomic Age," Official Report of A. A. S. A. (1948), p.179.

the universe had to precede psychology. The study of astronomy led to the fundamentals of mathematics. From mathematics the forces of nature could be mastered in the science of physics. The understanding of energy (physics), in turn, fathomed the changes of matter that constitute chemistry. This in turn preceded biochemistry and physiology. Now a basis has been reached for the scientific study of psychology or human behavior.

The study of psychology must precede the readjustment of education for it is through the science of human nature that future actions or patterns of behavior can be predicted.

The real test or evaluation of the work of an educator becomes his ability to use the cultures of the present to prepare for the discoveries and changes of the future. The methods used should be compatible to human nature.

Human Nature

"Psychologists find that they must regard man as a complex organism reacting to a complex environment."⁵²

Society and the individual share in the ethical responsibility for the deeds of man; society because it is the whole from which man derives his moral standards, and the individual, because he is the immediate agent of the deed, executed in terms of his judgment. ⁵³

⁵²Floyd L. Ruch, Psychology and Life, p. 22.

⁵³Raymond Wheeler and Francis T. Perkins, Principles of Mental Development, p. 16.

"The individual is simply the figure, subject to all the field forces which the ground (society) exerts upon him."⁵⁴

These quotations from pens of noted psychologists give a differing conception from the accepted belief of human nature in centuries past: that man (singularly) should be held responsible for all his deeds whether good or bad. It seems to be "common sense" to the average man of the street today, that the mind of man is far removed from anything material and is used by man to direct his actions as he wills. But, the revolution that has been taking place in science in the last century is apparently changing our conception of reality and the function of science regarding it. The peculiarities of western European languages (the subject-predicate bifurcation of our sentence structure) which compels the twofold slicing of experience, our traditional division of "matter" from "mind," and our notion of matter as in itself inert and acted only externally by forces are the foundations for what we call common sense. These have not only been proved inadequate but false precepts, by recent discoveries.⁵⁵

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George W. Hartman, Gestalt Psychology, p. 272.

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Laura Thompson, "Science and the Study of Mankind," Science, III (May 26, 1950), 559.

Basic Assumptions of Science

Fundamental to the revolution in modern science seems to be the following basic assumptions: 1. The external world is real and exists quite apart from any esthetic institutions or logical assumptions on the part of man. 2. The external world is ordered and bound by immanent formative process or law according to which all of nature is interrelated and each event is an outgrowth of past events and a forerunner of future events. 3. The primary aim of scientific inquiry is not to understand what, ontologically speaking, these events are--since the nature of ultimate reality is beyond our reach as scientists--but rather to discover their inner dynamic relationships or structure. 56

Relationship of Psychology to the Basic Assumptions or Implication for Psychology

Hartman explains the relation of the new assumptions of science to psychology as follows:

Actually, the universal laws of nature are no more peculiarly physical than they are psychological. Man and the cosmos are governed by the same rules and not just by the same kinds of rules....All things and events are subject to the primary fact of relativity and interdependence....All measurable and observable phenomena in nature are differentiations of a pre-existing organic system, whether that be a gravitational field or a human being....the laws of perception are the laws of learning and emotion. These are the laws of energy and dynamics, natural concepts which all the sciences of any human enterprise may share. These general principles--termed by Wheeler his eight organismic laws--are as readily applicable to problems of conscious behavior as to conventional physical and biological affairs. 57

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Ibid.

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Hartman, op. cit., p. 72.

The following recent article expands Hartman's statement:

Actually, when we attempt to extend the new views of science to the study of mankind, it follows logically that man, as an integral part of nature, is a component in the dynamic natural order just postulated, and that the sciences of man are natural sciences. Furthermore, the ultimate aim of the scientist of mankind is recognized as that of attempting to understand man as part of the inherently lawful, dynamic natural order, that is, to understand man in his interrelationship with the world of nature, including other men. The significant units of research in the human sciences become human events viewed as complex wholes in space and time; they become nature-culture-personality events and occasions in space and time. The meaningful type of problem concerning these units becomes the investigation of their dynamic structures, that is to say, their inner relationships in full environmental context. Logically, the solution of such types of problems requires the cooperative, integral efforts of the major sciences of man with the help of other basic sciences.

We may infer, furthermore, that by increasing our knowledge of the inner dynamic structure of a nature-culture-personality whole, we shall also increase our ability scientifically to predict future events to the extent that they are predictable; namely, to the extent that they are manifest within and determined by the structural whole. 58

Thus it is imperative that an educational leader such as a supervisor have the larger view and basic understanding underlying the nature of philosophy and science that the growth of individuals and groups of children and teachers may be guided through carefully, spontaneously planned behavior focused to fit the needs of today in their respective communities. Thus impetus to be more able to attack the problems of the future may be gained.

While the word supervision implies the over-all view that is rightly pictured by Barr, Burton and Bruechner as "organismal"⁵⁹ or understandingly implementing all the educational agencies and materials to develop the child, the primary responsibility of the supervisor is the work of the teacher. It is only through the teacher that the supervisor reaches the child.

The following analogy will clarify comparisons made in preceding and following statements of the work of the supervisor with teachers to that of the teacher with pupils:

In a supervisory program teachers and supervisors work and play together as do classroom pupils and their teachers. A supervisor's activities such as group and individual conferences, exchange of ideas, preparation of written and oral work, visitation, and the use of instructional materials, may be compared to the classroom and outside-classroom activities of pupils and teacher. In both cases the ultimate purpose is the maximum development of the individual; but just as no two classroom situations are identical because of variations of personnel, equipment and purpose, so no two supervisory programs are identical. A beginning supervisor should see the analogy. To do so will materially aid him in overcoming the idea that supervision of instruction is entirely new to him. 60

Eight Principles of Psychology

After a study of psychological literature, it appears that the basic laws governing all measurable and observable

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Barr, Burton and Bruechner, op. cit., p. 14.

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Hartman, op. cit., p. 310.

phenomena in nature, whether it be a gravitational field or a human being, are best explained by Wheeler's eight organismic laws which have been previously mentioned in this study. After reviewing and explaining these laws, an attempt is made to validate the preceding democratic philosophy according to these scientific principles and to establish principles by which the work of a primary supervisor or any other educational function can be evaluated. These principles obviously will be laws of learning. They explain why learning is defined as "the process of establishing new organized wholes" and that the "study of mental development is a study of an expanding and differentiating organism that we call a personality, a human configuration."⁶¹ Much of what follows in this chapter has been taken from the statements of the psychologists, Raymond H. Wheeler and George W. Hartman, but the words have been rearranged, interchanged and supplement to suit the purposes of the writer.

Principle I

The Law of Field Properties.--The fact that wholes are primary introduces the first of these principles which may be called organismic laws because they imply the organic or unified character of objects in nature. This law states

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Raymond Wheeler and Francis T. Perkins, Principles of Mental Development, p. 37.

that a whole is more than the sum of its parts. It is evident that an apple, cut in two, is not a whole apple, although both parts still exist. Take a man's head, trunk, legs, stomach, brain, all his parts; scatter them over the top of a table, and there is no man. Parts must be in certain dynamic adjustment to each other or the whole does not exist.

In each of these illustrations the whole is something distinct, unique, over and above the parts, yet it includes the parts. It is a unit reducible to parts but the parts have no meaning unless referred to the whole. The life exhibited by a human being is not the property of his separate parts but a property of a unified whole. Properties like squareness of a square, melody of a musical composition, and life of a person are properties that pertain to complex units. A square is an area--the living organism is a mass of tissue. Hence, properties pertaining to these complex wholes are called field properties. Field properties are measurable. The square has definite dimensions. The life of an organism can be measured in terms of activity.

Human nature is a field property of societies. If individuals could live in isolation, none would develop a human personality. None would acquire ideas of right and wrong, emotions of fear, love, or anger; none would exhibit intelligence, or develop a consciousness. Individuals would have no customs; there would be no public opinion, no laws, and no religion. In short, it is only by living together

in societies that individual human beings acquire their human nature. This means that human nature pertains to the social whole that is more than the sum of its parts. The parts are the individuals, which like the parts of an apple, or the notes of a melody, imply a whole upon which they depend.

The whole of life from which a primary child has gained his personality has been, usually, his family life with varying additions and subtractions in this age of broken homes. Acquaintance with the pupil's family life is very helpful to a teacher in understanding pupils. Too, the home life must form the basis for school life. A teacher must know what the whole of life "seems like" to children to be able to place learning experiences at their understanding. A teacher must have a broader view of life to know where and how to guide the experiences of life for pupils as they develop into democratic citizens.

The supervisor must know the usual and the unusual problems that primary teachers face in their lives or no understanding help can be given. The supervisor should also have a broader view to guide the work of the primary grades so that school experiences of the primary pupils will integrate into the whole unified program of school and community life.

Principle II

The Law of Derived Properties.--This law states that parts derive their properties from wholes. Return to the square. The squareness of the figure-as-a-whole gives to the lines the property of equality. Consider the steps in a stairway. If the same boards were lying on a lumber pile they would not constitute a step. Their position in the stairway gives them their step-property.

Human beings are no exception to this rule. They are parts of a human organization called society. Personality is the membership--character of a human part in a human whole. The social group is as necessary for personality as a square is necessary for the side of a square, or as a gravitational system is for the weight of a stone. It can be seen at once that the control of personality must be found in the character of the human nature that surrounds the individual. Again, and by way of analogy, a tiny object forms in the disappearing flower on an apple tree. Because it is a tiny object, hanging in a gravitational system, it has weight; it grows; it expands, but it absorbs energy from its surroundings. All this energy has weight because it, too, belongs to the system. The apple acquired its weight from its surroundings.

Similarly, the infant is an undeveloped personality. His energy, to be sure, comes from food and air, but it is

aligned by the character of the stimulation received from the behavior of others. He absorbs the characteristics of those around him in the same sense that the human influences of his environment take form in the energy that is accumulated in his nervous system. Thus an individual can no more derive personality without a field of personality to draw from, than an apple can gain in weight without available energy in its environment.

The old adages, "Example is the best teacher" and "I'd rather see a sermon than hear one any day," and a new saying "We learn a great deal and learn it rather permanently by example," are psychologically significant. The supervisor should use the same democratic and scientific principles and methods in working with teachers that the teacher is expected to use in the classroom with pupils.

Principle III

The Law of Determined Action.--This law states that the whole determines the activities of its parts. The idea of a square-as-a-whole determines how one shall draw the lines. Objects move as far as the whole of which they are parts will let them. When drawing the sides of a square, squareness determines at what point one will turn at the corners.

Society determines the activities of its members. Social groups develop different customs, moral codes, and

laws and these are imposed upon the individual. "When in Rome you do as Rome does." A person is compelled by social custom to eat with knives and forks, live in houses, and the like. Whereas he is free so long as he does not disturb peace and harmony in the social group, or trample upon the freedom of others. In every thought and deed he can eventually go as far as society will let him.

Both the teacher and supervisor are obligated to guide those for whose training they are responsible to appreciate or at least accept and abide by the principles controlling the social life about them. To be able to so guide they must know the social customs that govern life about them, not only the universal democratic principles but the codes for conduct that are peculiar to the locality. Many times local customs are contrary to the democratic principles of life. They cannot usually be changed directly and overtly, but by patient compassionate living that points toward the democratic ideal.

Principle IV

The Law of Individuation.--Parts of wholes come into existence through an emergence process called individuation, or structurization, or differentiation. You are about to draw a square. First of all there must be space. It is a field of space or expanse occupied by a sheet of paper. You are to take a certain amount of this space and

bound it by a contour. Through your imagination, helped by the actual drawing of lines, you have caused to emerge from undifferentiated space a pattern, a geometrical "individual." A geometrical pattern is created. Emergence phenomena are inventions, the coming into being of things new.

Human beings are not exempt from this law. The individuality of a given person emerges as one totality from the human nature-pattern around it; it is figured, so to speak, upon a ground of human nature. The emergence of personality in the individual, like the appearance of the square, is an invention process. This time, however, the invention process is called growth. All the parts of a whole are interrelated in a systematic fashion as they come into being. Every part of a square depends upon every other part. Unity and relativity describe the same situation. Heat one flat iron and another becomes cold with reference to it. In a similar fashion the personality of one individual is relative to the personality of another. A dominating personality produces weak ones around it because the latter have been forced into dependence. The conclusion is obvious that parts cannot exist alone, which means that they are subordinate to wholes.

The work of the supervisor begins with the over-all or largest whole purpose of education. It differentiates

into minor purposes and fields as one works with administration, teachers, parents, community leaders, materials, methods, and the like, but always that over-all purpose, that goal, that focus is controlling, limiting and guiding the work in every field.

The law of individuation does not repudiate drill or the rule that "practice makes perfect" but explains it by showing why and when and how practice makes perfect: that is, at times it favors articulation into a whole when it is understood and needed to fixate what otherwise would be loose and inarticulate in form.

Principle V

The Law of Field Genesis.---Wholes evolve as wholes.

An apple, springing from a tiny germ in the flower, was an individual from the beginning. The square was never something else before it was a square. The human being is a biological individual from the instant of his origin. He is a psychological individual from the instant he begins to have experiences.

This law asserts that wholes are not composed of parts, or explained by parts, but, for purposes of description, are reducible to them. Parts are not put together; they evolve together in accordance with a plan. The personality is not a bundle of character traits like aggressiveness, modesty, ambition--each arising from a separate source of influence--

and taking its own independent course of development. The personality evolves, a single pattern of behavior, with each act depending upon every other while it is emerging. Societies have not evolved by an accumulation of individuals. The social group is a fundamental phenomenon in the evolution of mankind.

Wholes evolve through an expansion and differentiation process. As the square is drawn it expands with the emergence of detail. The human being grows in the course of cellular multiplication, but growth is the expansion of a dynamic field, not an accumulation of cells. As the body develops, its tissues become more specialized, or differentiated into types and organs. Society comes into being through expansion. The mere addition of numbers does not adequately describe the process.

Sociologists usually describe a group as the product of participating individuals and more than a sum of its constituency....The distinctive characteristics of group behavior are created by interaction.

The ideas expressed by many sociologists have been synthesized by Kurt Lewin in his field theory of topological psychology. The group, according to Lewin, is not a superindividual entity, nor is it identical to the sum of its parts. Rather, it is a dynamic whole which has properties which are different from the properties of the parts. Like any other dynamic whole it can be defined operationally by the interdependence of its parts. The basic criteria for the existence of any group of participating individuals are (a) interdependence in behavior among the members, and (b) identification of the members of the group. Interdependence among the members is basic to the group concept, for

without it the psychological concept of the group is superfluous. The distinguishing criterion is the identification of the members with the group. Operationally identification is defined by such behavioral symptoms as use of the words, 'we' or 'our,' and the possible symptoms: resistance to leaving the group, pride in one's group, and acceptance of group goals.

The group referred to in group processes, then, is not just a collection of individuals. A group is not achieved through the mechanical addition of person to person, nor is the group simply a matter of individuals being spatially close to each other. When people engage cooperatively in related activity or work toward a common goal, they create a group. A group is a plurality of individuals, but what the group does is not plural, but singular. 62

The world in which we live is not static. It is dynamic, always in flux. Streams flow--always some kind of activity. In order to cope with the problem of action, defined as motion, or change, it is necessary to find some basic principle in accordance with which action takes place.

Principle VI

The Directional Character of Movement: Law of Least Action.--A stream flows down an incline. Why does it go the way it does? Because it is the shortest route in time to water level. The law which covers this type of behavior (law of least action) means that units of energy multiplied by units of time are, for a given set of conditions, a minimum. It explains the direction of movement. The stream cannot spend the time and energy to wear a gorge through the mountain

when the quicker way to lower levels is to go around. An apple on a tree falls. The gravitational system surrounding it before the apple moves provides the remote end. The remote end of the movement is established before movement commences. This is how the whole conditions the activities of its parts; it furnishes, through its organization of forces, the beginning, the direction, and the end of activities that take place within it.

To restate the law of least action, the beginning of movement is a position in a system of energy where there is a high potential, but this high potential exists only with reference to a low. The movement from the high to the low takes place over the shortest route in time and is a process of equalizing the potentials. The potentials form a whole because they are mutually dependent. The law of least action can be called a field law, therefore, it deals with a system of energy as an organic unit.

Suppose you are a falling object. Your goal is the center of the earth. You cannot see your goal or your future, but it exists. When a part (you) is the point of reference, the conditions in the whole that determine the activity of the part surround the part in time as well as space. In beginning to draw a square the nervous system undergoes somewhere a rise in potential, which means a relative lowering in potential elsewhere in the system as a whole. The rise

in potential is represented in consciousness by the idea of the square and a desire to draw it. The potential thus set up resolves itself toward a remote end (the completed square). The remote end means, physiologically, a gratification of the desire. The nervous system as a whole, through its stream of nerve discharges, directed the necessary contractions of muscles just as a gravitational system of mountains, valleys, gorges, and plains conditioned the wandering path of the river.

Expose a completed square for a short time to view. Then show a square with lines that are not quite drawn to the corners for a quick glance. You see a whole square because it is easier. It takes too much time and effort to see broken space. This is why proof readers overlook misspelled words. It is easier to see correct words.

Think of a human being as a system of energy. Potentials and stresses are tensions. These tensions exist throughout the nerves and muscles, but more particularly in the brain. Man's behavior at all times is a matter of resolving these tensions. It is a matter of fulfilling purposes and gratifying desires. The tensions are induced in his nervous system partly in complex patterns determined partly by the characteristics of stress patterns that were already existing in the nervous system and partly by the nature of events and objects in his environment. These patterns of stress or

tensions are represented in the individual consciousness by purposes, desires, wants and ideas that are constantly demanding fulfillment. At the same time they are represented in the nervous system by physiological stresses. There are then differentials to be resolved. Wherever this condition exists, as has been noted, there will be action from the high in the direction of the low until the differential is resolved. Thus from a physiological standpoint, behavior is the regaining of equilibrium in a system of nerves and muscles.

But more than this, the organism's tensions are set up by environmental events and objects. In the environment lie the remote ends which must be reached before tensions will be resolved. These ends are goals, not only environmental, but perceived. The organism's behavior is purposeful. Thus there are two factors to keep in mind: one, the differentials of stress within the organism and the other, something in the environment that the organism wants. It is this relationship between the organism and its environment that is represented by differentials in the nervous system. Accordingly, the same movements that bring internal equilibrium are those which carry the organism to its environmental goal; they are also the same movements that relieve consciousness of wants and desires.

Social groups behave in accordance with the law of least action. Whenever an individual disobeys group standards of

thinking and living, he stimulates tension in the group. These tensions may take various forms according to circumstances. Wars are methods of resolving racial animosity, fear, and desire for power or expansion. But group action is just as powerful in construction and much more to be preferred than its destruction power. A group has been defined as a "plurality of individuals with a common goal."⁶³ The goal is the low potential in the field of action. Melchior in his book on Instructional Supervision gives two keys to successful supervision. The first key is the personal qualities and professional qualifications of the supervisor and the second one is the development of group thinking followed by group action.⁶⁴ The high potential from which thinking and action begins is formed as each member finds his relationship to the common purpose or goal, and wills to do something about it.

Principle VII

Law of Maximum Work.--This law states first that any influence affecting a system of energy, affects it throughout, because every part is dependent upon every other part. No one part can be affected without affecting the whole. In

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Ibid., p. 24.

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William T. Melchior, Instructional Supervision, p. 60.

the human being an exaggerated trait unbalances the total personality. A treacher with a gripe hinders the whole faculty.

This law states, in the second place, that in an energy system a maximum amount of energy for any given set of conditions, will be expended in the course of maintaining balance. Human beings and animals will fight for life or for integrity of personality with all their might.

If a square with a crooked side is exposed for a short time, one sees a perfect square, for the energy of the total field is involved and because the spatio-temporal interval expressed in the law of least action can only construct the perfect square in the short time exposed. The perfect square is a shorter route in time and space to the goal (the perfect square).

Principle VIII

Law of Configuration.--A system of energy always functions as a unit, and always adjusts itself to a multitude of disturbing influences (total situation). The unit that adjusts itself is called a configuration. The laws of least action and maximum work explain why a configuration must behave as a single unit. It is a whole whose parts are dependent upon organization for the manner in which they will function. Because this is true, the effect any outside influence will have depends upon the effects of all the other

possible influences. Because of this law of configuration, one curved side ruins a square.

When we think of the human being as a system of energy, responding to his environment, the law of configuration means that he always responds to one stimulus in relation to others. Thus it becomes necessary that a teacher understand the total life situation of a pupil to truly understand his reaction to an event in the classroom. The pupils' needs, purposes, or goals in their lives at home and elsewhere will affect their goals and purposes in school and vice versa. The same thing is true of teachers and supervisors. The goals or purposes also determine the means and activities used to attain them, for goals are never isolated factors in the stimulus situation. The needs and the life setting (surroundings and experiences) determine the means to be used and the evaluation of the accomplishment.

Without organization there is no accomplishment, no meaning, no learning. The supervisor has the responsibility for organization in a school system. This is fundamental to all learning. The more democratic the organization the greater are the possibilities of accomplishments for both the individual and the group. The more each one participates the better understanding the group will have of each other. As they become more tolerant and change to include the free

and positive creations of all, a closer cooperation is possible. As unity progresses the group and each member share a felt responsibility. With responsibility is linked effectiveness. With effectiveness comes a feeling of security and happiness. Such democratic group processes can begin in the primary grades in school and evolve into all groups and societies of mankind in all nations throughout the world.

This process begun by primary supervisors working with groups of teachers points to world understanding and world peace. The means to the end must be peaceful, democratic means for the ultimate accomplishment (the end) is for each individual to possess self-knowledge and self-control for one's self and for society with each understanding through participation the universal interdependence and relationship of all things both material and physical.

The goal and the process is scientifically sound. The goal has been separated from the means by a false psychology of education being practiced throughout the educational field. Schools have attempted to reach democratic ends by autocratic means.

Conclusions

The following points derived from the preceding psychological review will be used as criteria to evaluate the work of the primary supervisor.

1. The primary supervisor must have a thorough understanding of how the primary school program fits into the whole unified school program of Tarrant County and the State of Texas both horizontally (grade levels) and vertically (subject matter field). The supervisor must understand the needs of primary pupils and primary teachers and know how to help them solve their problems. In other words, the supervisor should know what life means to the individuals and groups for whose learning experiences he is responsible.

2. The supervisor should use the same principles and methods while working with teachers that he expects the teachers to use with pupils.

3. The attitude and ability to accept things as they are and to find a way to improve life conditions that is acceptable to society are necessary.

4. As the work of the supervisor differentiates into working with administrators, teachers, parents, community groups, materials, methods, etc., the over-all purpose of education must rule, guard and limit the differentiations.

5. The group or groups of primary teachers must have a common goal (purpose, need or desire) and a feeling expressed in "we" and "our" about their work. The "I", "my," "his," or "her" expression is autocratic, not organismic.

6. The supervisor should have the ability to develop group thinking followed by group action. From a survey of

needs and desires the most feasible ones for the entire group should be singled out and examined. A goal should be set and a plan of action devised by the group. The supervisor should guide the group by the psychological principles pointed out in the law of least action in seeking satisfying solutions to their problems.

7. Managing to balance the school load and to keep all working at maximum ability will promote a feeling of security and happiness in a staff or school room. Reconciling a teacher with a gripe or one out of harmony increases the effectiveness and ability of the whole group.

8. In planning and organizing any school program (whether it be a classroom activity, a whole school curriculum or a county-wide program) the supervisor should have cognizance of the multitude of disturbing influences in the total situation that all concerned may be allowed a part in or an understanding of the work.

CHAPTER III

APPLICATION OF THE EVALUATION CRITERIA TO THE ACTIVITIES OF THE PRIMARY SUPERVISOR OF TARRANT COUNTY

Introduction

At the annual institute meeting for the teachers of Tarrant County on the last Friday before the beginning of the 1935-36 school term the county superintendent announced that he was calling a meeting of all primary teachers (grades one through three) on the following Saturday morning at ten o'clock in the Tarrant County Court House. The warning was issued that he had the authority to withhold the pay check of all teachers who did not attend the meeting as it was part of the institute provided for in the Texas school law.

The superintendent expressed a regret that the local school boards employed the most inexperienced teachers to teach the youngest children. At this first meeting of primary teachers in Tarrant County, he presented the teachers with mimeographed sheets of a course of study for each primary grade. The sheets contained dates and page numbers to be found in the state-adopted textbooks. In the work that had no state textbook, as first grade number work, the work was outlined and dated. The dated outline was to aid children

who moved about from one farm to another and to facilitate inspection by the county or state school personnel. Two primary teachers who had done outstanding work for several years in the county were introduced by the county superintendent. They had brought a group of their second-grade pupils and some material (mostly flash cards). They gave demonstrations of how they taught reading, numbers, spelling, and phonics to children.

Later in the school year another meeting was called and another demonstration was given by one of the above teachers with a group of first-grade pupils. Handmade story charts of textbook stories and word and phrase flash cards were used to show her method of teaching children to begin reading.

The following school year the same procedure was used with the addition of state standardized tests to be given for the purpose of standardizing all county schools. Teachers exchanged schools to give and grade the test. They were filed in the county office. If all grades in a school passed the standard test norm, each teacher's salary was raised five dollars per month for the following school term.

The compulsory meetings of the primary teachers were so helpful that the teachers voluntarily organized a "Tarrant County Primary Teachers' Association" that met one Saturday each month. A president, secretary, and program chairman were elected. The official secretary for the county

superintendent had become a part-time reading supervisor and worked with the elected officers. Many different teachers gave demonstrations of their methods and materials of instruction. The Johnston County Supervisor served the group as consultant at a meeting and invited the members of the Tarrant County Association to visit with the Johnston County primary teachers at their next general meeting. The invitation was accepted and the visit was made. Theater parties and lunch together followed the meetings at the court house on Saturdays and proved both helpful and encouraging to many teachers. The war and rationing stopped the meetings.

After the war a new county superintendent was elected. Funds became available for a county supervisor. The last and most outstanding president of the volunteer primary teachers' association was selected by the superintendent and the county school board as the official primary supervisor of Tarrant County to begin work September 1, 1948.

A Description of the Activities of the Primary Supervisor

A meeting of all the primary teachers in Tarrant County was called by the supervisor at the Tarrant County Teachers' Institute on the first Saturday morning following the opening of the county schools. The meeting was held in one of the large elementary schools of the county. At this first

meeting the supervisor began by explaining that her position existed for the purpose of helping those who needed and wanted help and aiding the county superintendent to carry out the state school program. The fact that supervision did not exist to impose personal methods of work or ideas upon experienced and able teachers was emphasized. An invitation to visit each school and each room was asked for and an invitation to visit the supervisor's desk in the County Superintendent's office and to use freely all the materials and assistance available was insistently given.

A well organized general demonstration of how to teach primary pupils in each subject-matter field was given, based upon the state course of study and adopted texts with the aid of commercial and home-made materials. The demonstration started with the readiness period and was carried through the third-grade level with a caution that the subject-matter should fit the needs and abilities of the pupils in each grade and school and that the demonstrations were only one way of doing the job. The purposes of the demonstrations were explained as a way of exhibiting the available materials and to aid those who were just beginning or might profit from a means of applying what was available.

Mimeographed sheets for each grade level were given each teacher. These pages contained the names and page numbers of all the state reading textbooks that the county

and individual schools had on hand, arranged under the topic headings of the basic state-adopted reading text for each grade. References on these sheets were consistently made to the state teacher's guide book of the adopted text for correlated activities suggestions. A referende to these guide books was also made in the supervisor's talk to the teachers, asserting that they were developed by national authorities in their field of education who knew much more than the supervisor. The purpose of these mimeographed sheets was explained as an aid (developed by a group of county primary teachers during the summer) to the teacher in locating materials on subjects usually interesting to primary pupils. There were no dates or requirements on the sheets.

The necessity of stressing cleanliness, home visitations, and of using each special event or day to correlate all subject-matter teaching were emphasized by the supervisor. The fact that where home training stopped school training should begin was brought to the attention of the primary teachers. It was suggested that the general outline in the state course of study would be the only requisite guide used in developing the curriculum for the primary grades in each school. The mimeographed sheets for the first-grade reading, however, contained a recommendation in the beginning paragraph that (because of the vocabulary

limitations of beginning children) the state-adopted basic readers be read through the first three books consecutively without interruptions as the 158 basic words were carefully repeated for complete mastery. This first meeting was concluded by a short informal social hour during which the Parent-Teacher Association of the host school served refreshments to the primary teachers.

During the school term two routine visits of all the schools in the county were made--one in the fall and one in the spring. The administrator of each school was contacted first and upon an invitation from this official the primary teachers were contacted in a friendly casual way on the grounds at the recess period or in the hallway or lunchroom. A few teachers in the larger independent districts who had never been under the supervision of the county superintendent and had not participated in the before-mentioned Tarrant County Primary Teachers' Association gave the supervisor a "cool reception" and did not invite her to visit in their rooms during the first visit in the fall, and their rooms were not intruded. But upon the next visit in the spring the supervisor was invited to visit their rooms and by the next school term when the routine visits were made, the teachers were anxious to have the supervisor visit them to show her what the pupils were doing, to ask her help with problems, or to teach a class.

The second general meeting of the teachers of the county was called by grades. The teachers of each school were sent a written informal letter by the supervisor, telling where and when the meeting would be held and asking them to bring any motivation material they had used successfully and to be ready to explain to the group how it was used. The time of the group meeting was during school hours. The schools under the administration of the county superintendent were asked to make provision to release their teachers for the meeting, but the teachers in the independent districts made arrangements with their superintendents individually. The supervisor presided at the meeting and introduced the teachers as many of them explained how and why they used the various materials they displayed. At the first-grade meeting one rural teacher who taught the first three grades explained how she correlated all the learning activities with the teaching of arithmetic because the custom of the community demanded that the school stress teaching the children to "figure." Two others showed how they approached all learning by beginning with reading because of their special abilities and belief in the necessity of all persons knowing how to read. Another teacher demonstrated a way to teach writing by singing a simple, rhythmic, directive song as each letter was made and the use of the blackboard to correlate all the learning areas beginning with

writing. All the teachers were asked to participate at each sectional meeting. The more experienced teachers who brought much material were asked to be concise and were warned about the time element. The young, less experienced teachers were encouraged and aided to display and explain the simple poster or article they had. The supervisor closed the meeting on the set time with a hurried expression of pride in and congratulation for the excellent work of the Tarrant County primary teachers. A few administrators were present at each meeting. The three meetings were held in different areas of the county and the administrators in the areas were invited. They were asked by the supervisor if the meeting had not impressed them with the necessity for much material beside state textbooks in the primary department in their schools.

During the school term the supervisor was called to many schools and community meetings as guest, as speaker, as consultant or helper in club meetings, with school problems during schools hours, with teacher-planning meetings at night, in selecting a new teacher, or to help an inexperienced teacher get started.

At the first general meeting immediately after school opened for the second year of supervision, the supervisor showed evidence of much growth in service. Many new primary materials were displayed. Besides the reading sheets handed

the teachers the previous year, several others were passed out and explained. The first contained the symbolic alphabet developed by Paul McKee in his new book, The Teaching of Reading,¹ and a passage for the teachers to read that was written with the symbols. The purpose of this was to impress the teachers with the reality of the difficulties confronting a beginning reader. A list of publications (books and magazines) of interest to primary teachers, with the name and address of a book depository where the materials could be purchased, was supplied. Demonstrations of ways to build a readiness for reading in many interesting ways, including the use of the state reading readiness book were given while a mimeographed copy of "General Appraisal for Readiness for Reading" was distributed to all teachers. This copy contained a paragraph on building readiness and one on how to use the charts given to check individual pupils in the reading groups. A "Teacher's Self-Rating Scale" on one side of a sheet with a "Summary of the Qualifications Necessary for Teaching Success" compiled from 209 rating scales by Barr and Emans² on the reverse side was given each teacher for individual use. A page entitled "Building a Supervisory Program" was distributed last. There were five

1

Paul McKee, The Teaching of Reading, pp. 24-36.

2

A. S. Barr and L. M. Emans, "What Qualities Are Pre-requisite to Success in Teaching," Nation's Schools, VI (September, 1930), 20.

items on the sheet to be answered by the teacher: (1) What are your outstanding strong points as a teacher? (2) What are your outstanding weaknesses as a teacher? (3) In what ways could a supervisor help you? (4) What do you expect of a good supervisor? and (5) On the reverse side please indicate how you would like to participate in setting up the supervisory program. Each person was asked to fill any or all items, if and when he chose, and either to sign the sheet or not to sign it. Much of the supervisory program for the future was planned from the material compiled from the sheets that were returned. There were many requests for a reading consultant from one of the publishers of primary reading material to attend the next general meeting. A good consultant was secured for the next meeting.

The work of the supervisor followed the same general plan described for the first year during the second year. The supervisor worked with groups and individuals as advisor and helper in curriculum construction for the communities. Many more calls came for aid as the program became better accepted and understood by all the school and community personnel of the county.

The Reaction of the Primary Teachers in Terms of the Evaluative Criteria

While the basic function of the primary supervisor is to improve the learning situation for primary children, the

work is done indirectly, principally through the teachers. That the chief concern and responsibility of the primary supervisor would be the work of the primary teachers is indicated by the following quotations from current authorities in the field of educational supervision: "Training in-service for teachers will be an important aspect of supervision."³ "Supervision is a service activity that exists to help teachers do their job better....It functions to help teachers release their potentials."⁴ "In a supervisory program teachers and supervisors work together and play together as do classroom pupils and their teachers."⁵ From this acknowledged relation of teachers and the supervisor it seemed feasible that an application of the developed criteria of this thesis could be most appropriately applied to the work of the supervisor by questionnaires answered by the primary teachers with whom the Primary Supervisor of Tarrant County had worked.

From information obtained at the county superintendent's office it was revealed that there were seventy-four primary teachers in Tarrant County schools last year under the supervision of the Tarrant County Primary Supervisor--seventy

³A. S. Barr, William H. Burton, Leo J. Brueckner, Supervision, p. 10.

⁴Kimball Wiles, Supervision for Better Schools, p. 3.

⁵William T. Melchior, Instructional Supervision, p. 6.

white teachers and four Negroes. Two of these are deceased. Twenty-five teachers who had worked under the county supervisor, but were working under another supervisor last year, were asked to answer the questionnaires. Of the ninety-seven questionnaires sent out seventy-eight were returned. Two of the questionnaires were disqualified as the returned forms indicated that they were not answered with regard to the Tarrant County Supervisor's work.

In the questionnaires, copies of which may be found in the Appendix of this study, thirteen questions were asked on democratic methods and seventeen questions were asked regarding psychological procedures in methods of supervision in Tarrant County. Possible answers were listed under each question. Space and lines were provided under each question and additional answers and comments were requested if the teachers desired to make them.

Table 1 presents a summary of the answers given to the questionnaire on democratic methods. The answers to questions 1 (b) and 7 involve several choices which cannot be shown in the table. The responses to these choices are included in the explanation of the table.

To determine the extent to which the supervisor promoted a feeling of equality and responsibility among the primary teachers, five questions were asked. They are labeled (a), (b), (c), (d), and (e).

TABLE 1

RESPONSES OF THE SEVENTY-SIX TARRANT COUNTY
TEACHERS WHO ANSWERED QUESTIONNAIRE
SHEET CONCERNING DEMOCRATIC
METHODS OF SUPERVISION

Questions	Responses	
	Yes	No
1. (a) Does the primary supervisor give you an opportunity to work according to your ability and need?	76	---
(b) Who is responsible for the educational program in your room?		
(c) Does the supervisor know your abilities?	65	7
(d) Are your weaknesses known?	63	5
(e) Have you been asked to demonstrate your ability?	58	15
2. (a) Do you feel free to try out your own ideas?	76	---
(b) Are you asked to follow plans made by others that you do not understand?	---	76
(c) Are you and your pupils' self-initiated works encouraged by your supervisor?	75	1
3. Does the supervisor have a tolerant toward your desires? Mistakes?	66 72	1 3
4. Do the primary teachers in the county work together with the supervisor?	76	---
5. Is the supervisor anxious that changes be made to fit or improve your class condition?	73	---

TABLE 1--Continued

Questions	Responses	
	Yes	No
6. Has the work of the supervisor made you feel more happy and secure in your job?	71	1
7. How has the supervisor encouraged international understanding and good will?	---	---

To the first question (a) "Does the primary supervisor give you an opportunity to work according to your ability and need?" all seventy-six teachers answered "yes" with no comment. On the (b) question, "Who is responsible for the instructional program in your room?" sixty-five teachers checked "you," Twenty-four teachers checked "supervisor"; eight checked "principal" and one checked "superintendent and parents." One teacher made this comment, "I, and I consult often with my principal and supervisor." Eight teachers checked both "you" and the "supervisor" with a plus mark between, and one wrote "cooperation of all." Question (c), "Does the supervisor know your abilities?" was answered "yes" by sixty-five teachers; seven said "no"; one wrote "perhaps", while two of the "no" answers were accompanied by these statements: "She hasn't visited me but five times in two years," and "Not too many of them." Three teachers did not check or write anything. To question (d) "Are your

weaknesses known?" sixty-three teachers answered "yes"; five answered "no"; three did not answer, and five wrote these comments: "Yes, I know them," "I think I know my weaknesses," "If so I hear nothing of it," "To the supervisor, not the children," and "Perhaps." The last question on this democratic principle was (e) "Have you been asked to demonstrate your ability?" Fifty-eight teachers answered "yes"; fifteen said "no"; three commented "Yes, I think that is shown in teaching;" and three who answered "yes" attached these accompanying statements: "In classroom but not in teachers' meetings," "to demonstrate how we teach," and "very little at one teachers' meeting."

On the important principle of freedom and initiative developed in the criteria of Chapter II three questions were formulated, each of which could be checked by "yes" and "no" answers. No comments were written on either question. To (a) "Do you feel free to try out your own ideas?" (b) "Are you asked to follow plans made by others that you do not understand?" and (c) "Are your and your pupils' self-initiated works encouraged by the supervisor?" there was almost a complete admission that the supervisor's work adhered to this principle. To question (a) seventy-six teachers answered "yes" to (b); seventy-six answered "no" to (c); seventy-five marked "yes" and one "no." The teacher who checked "no" stated on the questionnaire sheet that last year was her first and only teaching experience and "the answers may not be valid."

"Does the supervisor have a tolerant attitude toward your desires (yes- no) and mistakes? (yes-no)" was the only question asked about tolerance. Sixty-six teachers marked "yes," and one marked "no." Eight teachers did not answer the first part of the question. On the last part seventy-two answered "yes;" three said "no" and one did not check either part but commented as follows: "She is very helpful in helping us overcome mistakes."

Cooperative participation was to be determined by the question "Do the primary teachers in the county work together with the supervisor?" To this seventy-six teachers answered "yes." One wrote "to some extent," and a colored teacher commented, "At least the white primary teachers do."

The question "Is the supervisor anxious that changes be made to fit or improve your class conditions?" was asked to discern the attitude of change and flexibility in the supervisory program. Seventy-three answered "yes"; one did not answer and two comments were written: "I do not know," and "Doesn't emphasize, but feel sure would sanction for improvement."

To the question, "Has the work of the supervisor made you feel more happy and secure in your job?" seventy-one answered "yes." One teacher did not answer; one replied "no" and one wrote "not necessarily," and another, "happier."

The last question on democracy in supervision was "How has the supervisor encouraged international understanding and good will?" Checks were made as follows by the listed items: forty-nine (through Junior Red Cross); twenty-five (supplying pictures of children of other nations); seventeen (books); ten (stories); eleven (plays); fifty-six (complimented some work in your room), five (in no way). One teacher wrote "films," and one teacher did not answer the question. One teacher said "I don't know" and one wrote "yes" on the line under the list.

The answers to the thirteen questions by the primary teachers definitely show that the program of primary supervision is carried out in a democratic manner in Tarrant County. A quotation from Barr, Burton and Brueckner in a discussion of administrative organization could be applied to the compiled answers to the discussed questionnaire on democratic supervision:

The foregoing does not imply that everyone must think alike, that all must agree in every detail. This would be impossible if desirable. There will always be diversity within agreement, differences within unity....

.....
 Leadership under democratic conditions is a subtle and difficult procedure. Certain personal characteristics and principles must be achieved. Growth is necessary; the desired characteristics do not appear in mature form as a gift of God....Reading of competent volumes in psychology and the practice of leadership in important human affairs done in conjunction with efforts to develop leadership in actual situations is of definite assistance. 6

⁶Barr, Burton, and Brueckner, *op. cit.*, pp. 91-94.

Table 2 summarizes the answers to the questionnaire concerning psychological procedures.

TABLE 2

RESPONSES OF THE SEVENTY-SIX TARRANT COUNTY
TEACHERS WHO ANSWERED THE QUESTIONNAIRE
CONCERNING PSYCHOLOGICAL PROCEDURES IN
METHODS OF SUPERVISION

Questions	Responses	
	Yes	No
1. (a) Does the work of the primary supervisor indicate that she has a broad view and thorough understanding of the program of education in Texas and its applicability to Tarrant County?	75	---
(b) Has the supervisor demonstrated an understanding of the needs of primary pupils?	76	---
(c) Has she knowledges that help primary teachers solve their problems?	74	---
2. (a) Does the supervisor use the same principles and methods while working with teachers that she expects teachers to use while working with pupils?	69	4
(b) Are the same methods applicable?	70	3
3. (a) Does the supervisor have an attitude of bemoaning the conditions found in the school, as if to say "What's the use?"	4	74
(b) Has the supervisor the attitude of accepting things as they are and using reality as a starting point to improve conditions?	76	---
4. Does every activity engaged in or promoted by the supervisor point toward improvement of the learning situation for primary pupils?	75	---

TABLE 2--Continued

Questions	Responses	
	Yes	No
5. Which pronouns are used by the supervisor in speaking of the primary educational work of the county? I (2) My (0) Mine (0) We (64) Ours (57)	---	---
6. (a) Has the supervisor been able to get the primary teachers to think together and act upon the product of their thoughts?	64	4
(b) Have you been given an opportunity to state your problem or desire to be considered in the supervisory program?	67	6
(c) Has a common goal been set for the primary schools of Tarrant County?	65	4
(d) Are the plans made by: the supervisor (46) an elected committee (34) a few friends of the supervisor (0)	---	---
(e) How is the primary teacher's work evaluated: by the supervisor (44) by the teachers individually (35) by the teachers in a group (25) by no one (2)	---	---
(f) Is self and group evaluation encouraged to find places for needed improvement by the supervisor?	69	3
7. Does the work of the supervisor encourage you to: work less (0) work more (14) over work while others do less (0) do just enough to get by (0) do your best (67)	---	---
8. Does the work of the supervisor promote better organization and understanding of your work in your school?	71	1

In Table 2 questions 5, 6 (b) (c) and 7 are not answerable by "yes" and "no" but the teachers' responses to these questions are shown at the appropriate places in the questions themselves.

The first three questions in Table 2 were asked to determine whether the supervisor had a thorough understanding of how the primary school program fits into the whole unified school program of the state and the ability to implement the primary program. To the first question, "Does the work of the primary supervisor indicate that she has a broad view and thorough understanding of the program of education in Texas and its application to Tarrant County?" seventy-five teachers answered "yes" and one did not answer. To the (b) question, "Has the supervisor demonstrated an understanding of the needs of primary pupils?" all answered "yes", with no comment. On (c) "Has she knowledges that help primary teachers solve their problems?" seventy-four marked the question "yes"; one did not answer it, and one wrote "some."

On the second psychological point (The supervisor should use the same principles and methods while working with teachers that she expects teachers to use with pupils) two questions were made. The (a) substituted the word "does" for "should," but put "does" at the beginning of the sentence to form a question. The (b) question asked, "Are the same methods applicable?" Three teachers checked "no" on both questions.

One teacher checked "yes" on the (b) part and "no" on the (a) part with the comment, "because of time limit." Two did not answer either question. One wrote, "to some extent" for both (a) and (b). There were sixty-nine who circled "yes" on (a) and seventy circled "yes" on (b).

Two questions were asked on the third point: (a) "Does the supervisor have an attitude of bemoaning the conditions found in the school as if to say, "What's the use?" There were seventy-four "No's" checked and four checked "yes." Two marked "yes" and "no" both and one stated, "On some things general principles can't change." Another statement was "She sees good in every little bad boy." To (b), "Has the supervisor the attitude of accepting things as they are and using reality as a starting point to improve conditions?" everyone said "yes."

One teacher wrote "I do not know," while seventy-five answered "yes" to number 4: "Does every activity engaged in or promoted by the supervisor point toward the improvement of the learning situation for primary pupils?"

For the answer to the fifth principle: "Which pronouns are used by the supervisor in speaking of the primary educational work in the county?" the six pronouns "I", "my," "mine," "we," "our," and "ours," were listed. On all the papers two circled "I," sixty-four "we," sixty-four "our," and fifty-seven "ours." No one circled "my" or "mine." Many circled two and three in the "we," "our," "ours," group as can be detected.

After the above-mentioned question one teacher wrote, "The supervisory work hasn't been organized long enough, and I haven't been acquainted with it enough to answer the rest of these."

To determine to some extent the ability of the supervisor to develop group thinking followed by group action, five questions were asked. (a) "Has the supervisor been able to get the primary teachers to think together and act upon the product of their thoughts?" This question caused more written comments than any other. One comment was merely a question mark; one circled "no" and wrote "Because teachers are not organized well enough." Other comments were, "Not in our school," "I do not know," "She has been a great help to me," "She works to that end I am sure," "To some extent--yes," "I think so," "This has progressed in efficiency as the program progressed." In all there were four "no's" marked, including the one mentioned above and sixty-four checked "yes." For 6 (b), "Have you been given an opportunity to state your problem or desire to be considered in the supervisory program?" sixty-seven teachers answered "yes," and six said "no," while one added the sentence, "I'd feel free to, however." A question mark was made here also and one of the statements was "Not that I recall." (c) "Has a common goal been set for the primary schools of Tarrant County?" received sixty-five "yes" answers; one answer carried a

question mark beside it. Of the four teachers who marked "No", one commented as follows: "Not that I know of." Three others did not answer 6 (c). One teacher said, "I do not know"; another said "possibly," and another, "In a way, yes, and in a way, no." (d) "Are the plans made by: "had a multiple choice answer and several checked more than one answer. "The supervisor" phrase was checked forty-six times. To this, one teacher added "and teachers." Eight of the forty-six put a plus mark between that phrase and the following and checked both. The following one: "An elected committee" received thirty-four marks. No one marked "A few friends of the supervisor." Three wrote "and all teachers" who had checked "the supervisor." One wrote "an appointed committee." One said, "not sure," and two made question marks beside the question. Six teachers wrote "I don't know", and four did not answer this

The answers to the above questions seem to indicate that all the primary teachers are either not included in the planning program or many do not understand that they are. Perhaps many of them forgot about the slip that was handed them at the general meeting, asking for suggestions and ways they wished to participate. In teachers' lives so much "form filling" is compulsory that some have developed the attitude of disregarding all such material that they are not forced to fill out and return. However, with the variation in the

answers and so many marking "the supervisor" a need for a more democratic way of planning needs to be found.

The next question (e) "How is the primary teacher's work evaluated?" has multiple choice answers similar to the last question discussed. Two teachers did not check any answer, while a majority marked more than one--usually two. The recorded phrases were checked as follows: "by the supervisor"--forty-four, "by the teachers individually"--thirty-five, "by the teachers in a group"--twenty-five, and "by no one"--three. These phrases were also listed by the teachers: "group process," "principal and parents," "probably by the superintendent" and there were two question marks.

As only thirty-five of the seventy-five teachers answering this question indicated that the primary teachers practiced self-evaluation, twenty evidently did not use the self-evaluation check list given by the supervisor or reasoned that it was not developed by a teacher group, but passed along by the supervisor. The implications are that the primary teachers and perhaps the supervisor need to grow in self-evaluation. Growth in democratic planning methods should point to better self-evaluation, for as the teachers have a part in the planning, each one becomes equipped to evaluate for each understands what is needed and expected and why. Too, planning should follow evaluation and vice versa, as can be seen by the following planning process

suggested by the committee appointed by the National Society for the Study of Education in 1944 to study the problem of American education in the post-war period: (1) tentatively stating the objectives, (2) determining the present status (3) formulating a specific program of objectives (4) determining a course of action (5) translating the plan into action (6) continuing appraisals, and (7) replanning when necessary.⁷

To the last question on the group work (f) "Is self and group evaluation encouraged to find places for needed improvement by the supervisor?" one teacher did not answer in any way. Only three checked "no," while sixty-nine marked "yes," one with the addition "but not to any great extent." One said "partially" and another commented "We do not meet often enough to answer this."

There was a choice of six statements placed under question 7. The purpose of this question was to find out the ability of the supervisor to manage the school load and to keep all working at maximum ability. The question as stated was, "Does the leadership of the supervisor encourage you to ___work less___work more___overwork while other do less___do less___do less while others do more___do just enough to get by___do your best. One teacher added this statement: "I was not

⁷ National Society for the Study of Education, American Education in the Post-war Period, pp. 275-276.

affected by it." "Do your best" was checked sixty-seven times and "work more" was checked fourteen times, so seven teachers checked both choices.

"Does the work of the supervisor promote better organization and understanding of your work in your school?" was the last question. Three teachers did not answer and one checked "no." "Yes" was checked seventy-one times.

The answers to these seventeen questions on specific scientific procedures seem to imply that primary supervision in Tarrant Count is striving for the development of primary teachers in basic understandings dn in the various aspects of the total educational program.

CHAPTER IV

SUMMARY AND CONCLUSIONS

The purpose of this study as stated in the introduction of the first chapter was to describe an acceptable method of primary supervision as a need for an acceptable method had been expressed in published articles by authorities working in the field of educational supervision. The problem was to evaluate a particular type of supervision--that of the primary supervisor in Tarrant County, Texas, by setting up evaluative criteria, by reviewing current publications on philosophy and psychology and by applying the findings to supervision.

The criteria developed in Chapter II contained seven democratic principles of supervision stated in the conclusions to the division labeled "The Modern Democratic Philosophy," and eight scientific principles of supervision in the conclusions at the end of the chapter reviewing modern psychology.

In order to apply the developed criteria in a limited, but as practicable a way as seemed possible, two questionnaires were constructed, including thirteen questions on democratic methods in supervision and seventeen questions on scientific procedures, to be sent or taken to ninety-seven

primary teachers who had taught in the Tarrant County primary grades during the two-year official term of service of the Tarrant County Primary Supervisor.

Chapter III began with the setting for the official work of the primary supervisor of Tarrant County, followed by a general description of her official duties. Then the answers received from the seventy-six primary teachers on the evaluation questionnaires were reviewed. As these questions were developed from the democratic and scientific principles formulated in Chapter II to evaluate the work of the primary supervisor, it seems feasible to summarize by restating the principles given in Chapter II and to give the conclusions suggested by the answers which the primary teachers gave to the thirteen questions on democratic methods of supervision and to the seventeen questions on scientific procedures. The limitations of such an evaluation are realized, and the findings are presented not as final proof but as significant indications of the supervisor's effectiveness.

The seven democratic principles are restated as follows:

1. To give individuals opportunities to plan and work and share responsibilities according to their capabilities and needs becomes a responsibility of the supervisor. To do this the supervisor must know the capabilities of the individuals (especially the teachers) and how these can be best applied to their work.

2. The teacher, pupils and groups must have freedom to discover, plan and work that they may develop initiative to solve the problems of life.

3. The supervisor should be tolerant enough to believe in the worth of all members of the school community and prove it by working with them on the type of improvement they deem important. The supervisor should always give preeminence to the teacher as the teacher should to the child for whose welfare the position exists.

4. The development of group thinking followed by group action is one of the keys to supervision.

5. Supervisors should ask as frequently for proof why a new method should not be tried as for reasons why it should.

6. Conditions that contribute to the security and happiness of teachers both personally and as the members of the group should be a chief concern of the supervisor.

7. Through attitude, provision of materials, and opportunity to take action, the supervisor should promote international understanding and good will.

The high percentage of favorable answers given by the county teachers to the questions asked on these seven principles of democracy in supervision indicate that the primary supervisor of Tarrant County carries on the work in a democratic manner.

The scientific points derived from the psychological review and used as criteria to evaluate the work of the supervisor will be followed by the implications from the answers received from the Tarrant County primary teachers.

1. The primary supervisor must have a thorough understanding of how the primary school program fits into the whole unified school program of Tarrant County and the State of Texas both horizontally (grade level) and vertically (subject matter field). The supervisor must understand the needs of primary pupils and primary teachers and know how to help them solve their problems. In other words the supervisor should know what life means to the individuals and groups for whose learning experiences she is responsible.

2. The supervisor should use the same principles and methods while working with teachers that she expects teachers to use with pupils.

3. The attitude and ability to accept things as they are and to find a way to improve life conditions that are acceptable to society are necessary.

4. As the work of the supervisor differentiates into working with administrators, teachers, parents, community groups, materials, methods, etc., the over-all purpose of education must rule, guard, and limit the differentiations.

5. The group or groups of primary teachers must have a common goal (purpose, need, or desire) and a feeling expressed in "we" and "our" about their work. The "I," "my,"

"his," or "her," expressions are autocratic and not organismic.

6. The supervisor should have the ability to develop group thinking followed by group action. From a survey of needs and desires the most feasible ones for the entire group should be singled out and examined. A goal should be set and a plan of action devised by the group. The supervisor should guide the group by the psychological principles pointed out in the law of least action in seeking satisfying solutions to their problems.

7. Managing to balance the school load and keeping all working at maximum ability will promote a feeling of security and happiness in a staff or school room. Reconciling a teacher with a gripe or one out of harmony increases the effectiveness and ability of the whole group.

8. In planning and organizing a school program (whether it be a classroom activity, or a whole school curriculum or a county-wide program) the supervisor should have cognizance of the multitude of disturbing influences in the total situation that all concerned may be allowed a part in or an understanding of the work.

The responses of the teachers indicate that all eight of the psychological criteria are being met in the program of the Tarrant County schools.

According to the answers given to all the questions (on both the democratic and the scientific criteria) the

work of the primary supervisor, in the opinion of the teachers, has been effective.

APPENDIX

Questions on Democratic Methods of Supervision in Tarrant County

Circle your answer as yes--no--whether it be a short word or a long statement. Write a comment on the lines below the question if you wish

1. (a) Does the primary supervisor give you an opportunity to work according to your ability and need?
Yes No

- (b) Who is responsible for the instructional program in your room?
you supervisor principal
superintendent parents

- (c) Does the supervisor know your abilities?
Yes No

- (d) Are your weaknesses known?
Yes No

- (e) Have you been asked to demonstrate your ability?
Yes No

2. (a) Do you feel free to try out your own ideas?
Yes No

(b) Are you asked to follow plans made by others that you do not understand?

Yes

No

(c) Are your and your pupil's self-initiated works encouraged by the supervisor?

Yes

No

3. Does the supervisor have a tolerant attitude toward your desires __yes__no and mistakes? __yes__no

4. Do the primary teachers in the county work together with the supervisor?

Yes

No

5. Is the supervisor anxious that changes be made to fit or improve your class condition?

Yes

No

6. Has the work of the supervisor made you feel more happy and secure in your job?

Yes

No

7. How has the supervisor encouraged international understanding and good will?

Through Junior Red Cross

Supplying picture of children of other nations
books__stories__plays__.

Complimented some work in your room

In no way

4. Does every activity engaged in or promoted by the supervisor point toward the improvement of the learning situation for primary pupils?

Yes

No

5. Which pronouns are used by the supervisor in speaking of the primary educational work in the county?

I My Mine We Our Ours

6. (a) Has the supervisor been able to get the primary teachers to think together and act upon the product of their thoughts?

Yes

No

- (b) Have you been given an opportunity to state your problem or desire to be considered in the supervisory program?

Yes

No

- (c) Has a common goal been set for the primary schools of Tarrant County?

Yes

No

- (d) Are the plans made by:

 the supervisor an elected committee a few friends of the supervisor

- (e) How is the primary teacher's work evaluated?

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