RESPONSIBILITIES AND PROBLEMS OF COUNTY ELEMENTARY SUPERVISORS OF SCHOOLS IN IOWA, 1955-1956

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The Graduate Division
Drake University

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Master of Science in Education

by
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Early in the present century a need was felt for some type of advisory or supervisory service to rural teachers as well as city teachers. The number and variety of schools was established, as an experiment, to meet this need. This need developed because a large portion of the citizens, 60.3 per cent, lived in rural areas and because of this population placement, there were many schools and small schools. This type of school comprised 90 per cent of the school buildings used in 1916. As recently as 1916, 88.7 per cent of all elementary schools were used by 90 per cent of the pupils, and the number of pupils in these schools was 97.2 per cent of the total enrollment. The necessity of a program for the development of rural schools is recognized by the county superintendent. It was further recognized that improvements were needed in the schools and that the teachers were needed to improve the schools.

Translation by
Witter Bynner

The increasingly complex role of education in modern society required teachers with broad horizons and many general as well as specific competencies. Significant modern school programs...

3Ibid., p. 7a.
CHAPTER I

INTRODUCTION

Early in the present century a need was felt for some type of advisory or supervisory service to rural teachers as well as city teachers. The office of county superintendent of schools was established, as an initial step, to meet this need. Perhaps this need developed because a large portion of the citizens, 60.3 per cent, lived in rural areas in 1900. This population placement, there were many one-room, one-teacher schools. This type of school comprised 80 per cent of the total number of public school buildings used in 1910. As recently as 1948, the one-teacher schools were 96.9 per cent of all elementary schools in Iowa.

The necessity of a program to provide leadership for these teachers, alone in their educational endeavors, was recognized by the county superintendent. It was further recognized that improvements came about only as teachers expand their competence and skills. Otto points out the following concerning the teacher's role:

The increasingly complex role of education in modern society required teachers with broad horizons and many general as well as specific competencies. Significant modern school programs

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2 Ibid., p. 7.
3 Ibid., p. 74.
called for teachers with vision, leadership, and courage.\(^1\)

Because of these ever increasing demands placed upon teachers, the need for supervision became more acute. During this period the office of county superintendent emerged to a position of strategic instructional significance. Supervisory responsibilities were attached to the administrative, clerical, and other duties associated with the office of superintendent of schools. Thus, the county superintendent had duties which seemed to increase with the years. It became apparent that to be able to give effective assistance to teachers in their work with children a person free from administrative duties, having special qualifications, was required. To meet this need, an assistant with delegated responsibilities was added to the superintendent's office.

So, in the second decade of the present century, the movement began which was to provide the services of qualified supervisors to all teachers.

The increasing need for and the values of supervision have led thirty-four counties in Iowa to attach importance to this area, resulting in the employment of thirty-five county elementary supervisors. As supervision has grown in the number of counties which employ supervisors and as the number of supervisors has increased, so the field of supervision has grown as an essential phase of modern school administration. Extensive literature, research, and theory may be cited as evidence of this growth in supervision.

\(^1\)Tbid., p. 332.
about many problems. Among the more significant of these problems are those which relate to the county supervisors, their responsibilities and problems, and the lack of available personnel to meet the demand, all of which are a part of effective supervision. Due to the aforementioned, the writer wished to make this study.

In order to acquire a clearer picture of the county supervisor's responsibilities and problems, this study explored the following six primary purposes.

1. To examine the emerging role of the county supervisor in Iowa from its conception.

2. To discover, if possible, the responsibilities incurred by present county elementary supervisors in discharging their duties.

3. To determine to what extent services of the county supervisor are regarded as: administrative, classroom visitation, consultant, resource person, and other delegated responsibilities.

4. To discover problems relating to the area of county supervision as suggested by current supervisors.

5. To ascertain the future of the county supervisorship.

6. To collect data concerning the above purposes, and record pertinent information thought to be of value to others interested in the field of county elementary supervision.

I. LIMITATIONS OF PROBLEM

This study is limited to the thirty-five supervisors currently employed in thirty-four counties of Iowa, Polk County being the sole...
county employing two supervisors. This number includes all county elementary supervisors in Iowa during the school year 1955-1956.

In order to collect data firsthand and to obtain more detailed and reliable information, several of the supervisors were interviewed in personal conferences. The remainder of the supervisors were mailed questionnaires. Of the thirty-five supervisors questioned either by personal interview or questionnaire, thirty-three responded. This is a return of 94.3 per cent.

The supervisory responsibilities and problems considered in the study are necessarily limited to those practices which were reported as being used by one or more of the supervisors.

During this period of time the line and staff idea was still quite prevalent in Ayre's thinking as he referred to "supervision as the act of supervising with the improvement of instruction. As early as 1911, Elliott presented a definition which characterized the broadening scope of supervision: "Supervisory control is concerned with what should be taught: to whom, by whom, how, and to what purpose,"¹

This statement presents the inspectional domineering features of supervision which were evident at that time.

A great change in the viewpoints on supervision may be noted by Burton in 1922.

Supervision is concerned with (1) the improvement of the teaching act ... (2) the selection and organization of subject matter ... (3) the improvement of teachers in service ... (4) testing and measuring ... and (5) the rating of teachers ... 1

A broadening concept of supervision was suggested by Ayer in 1928 when he defined supervision as follows:

Supervision is a specialized function devoted to the inspection, direction, and improvement of the educational activities of individuals working at one administrative level, administered by superior officers working at higher administrative levels.2

During this period of time the line and staff idea was still quite prevalent in Ayer's thinking as he referred to "superior" administrators. Nevertheless, it may be noted that he referred to supervision as a specialized work aimed at the improvement of the instructional program which seems to indicate a broadening trend in the functions of the supervisor.

The changing concept of the basic principles of supervision is more definitely stated by Barr, Burton, and Brueckner in the following quotation:

Supervision is in general what it has been in modern times,

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an expert technical service primarily concerned with studying and improving the conditions that surround learning and pupil growth. Everything in a school system is designed, of course, for the ultimate purpose of stimulating learning and growth. Supervision deals with those items which primarily and rather directly condition learning and growth.

Similar viewpoints on supervision may be noted by other writers. Kimball Wiles says that the basic function of supervision is to improve the learning situation for children. Melchior phrased his comprehensive viewpoint with respect to modern supervision in this clear and terse paragraph:

Currently, supervision aims at the growth of not only pupil and teacher but also of the supervisory staff itself as well as parents and other laymen. Supervision is concerned with everything that directly concerns the further development of every member of the faculty and student body toward physical and social competence. It is also concerned with (but not so directly responsible for) those factors that are but indirectly related to their growth.

Hagman notes that:

Supervision can be seen as those functions of administration concerned with the provision of instruction, its continuation, its over-all organization, its planning, and its evaluation.

With this concept of supervision, Hagman continues:

So conceived, supervision encompasses all the efforts of

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1 Barr, Burton, and Brueckner, *op. cit.*, pp. 11-12.


The school to improve instruction and is not limited to specific acts of inspection, evaluation, counseling, training, assignment, and the like.\(^1\)

The foregoing statements are samples of but a few of the host of definitions and explanations presented for the meaning of supervision as it has developed through the past years. These writings indicate that supervision has grown up under the improved circumstances which have developed more recently. In a number of the places where adequate scope, and the implications for its inclusiveness.

Today's concept of supervision must be concerned with all phases of the instructional process. Supervision may be said to include the organization, improvement, continuation, and evaluation of instruction which may be accomplished to a greater extent through cooperative group action. In such a situation, the supervisor holds a very strategic position, that of a resource person as well as a democratic leader.

The function of good supervision in the county is the same as that in the city. Good supervision stimulates the school personnel to the highest endeavor. It co-ordinates their efforts and facilitates the work of the children. It evaluates the whole undertaking.\(^2\)

The term "county elementary supervisor" is applied to the person who is hired by the county, is reimbursed from county funds, and whose services are to be rendered to that county's public elementary schools, which may be either rural or town or both. For the sake of brevity the present study supervisor with a working knowledge of...

\(^1\)Ibid.

the term county elementary supervisor will be used interchangeably with supervisor in this study.

III. DEFENSE OF PROBLEM

In some states more than a generation of rural school children have grown up under the improved circumstances which effective supervision makes possible. Several programs have developed more recently. In a number of the states where adequate services are yet lacking, leaders are seeking to establish sound supervisory programs.¹

The preceding remarks were included in this study to exemplify the development and acceptance of the supervisory program.

Likewise, with the changing nature, scope, and methods of teaching, and with the development of greater understanding of the dynamics of group processes, the concept of supervision has come to be all-inclusive. As a consequence of this trend in our educational pattern, the responsibilities and problems encountered by the county supervisors is assuming greater proportions.

However, the lack of available information regarding county supervision in Iowa presents a problem area in which this writer feels an especial interest. It is an area in which qualified personnel are sorely needed to continue and improve the American educational system. In order to secure additional personnel in this area, the profession must provide the prospective county supervisor with a working knowledge

of the supervisory responsibilities and problems at the county level.

With these needs in mind, the county supervisor's responsibilities and problems were studied to ascertain information which could be of value to the prospective supervisor or to other persons interested in the area of county supervision.

In present educational programs, many changes have occurred in the philosophy of supervision which have been contributing factors toward the present status of supervisors. These changes place the supervisor in the favorable position of being a democratic leader in modern society. To better understand these changes one should consider the development of supervision.

1. DEVELOPMENT OF SUPERVISION

The aforementioned changes in supervision have been part of a gradual movement in school administration from that of amateur standing to a professional status. Harold Spence sees this development of supervision as having four distinct periods. The first period came into existence at the latter part of the Colonial era and lasted until the Civil War. During this time the concept of supervision was to inspect the schools and classrooms. This inspection was done by laymen, clergy, school wardens, trustees, selectmen, and citizens' committees. Emphasis was placed upon observing rules and maintaining existing

The role of the county elementary supervisor has not always held the professionally significant position which perhaps it rightly deserves in present educational programs. Many changes have occurred in the philosophy of supervision which have been contributing factors toward the present status of supervisors. These changes place the supervisor in the favorable position of being a democratic leader in modern society. To better understand these changes one should consider the development of supervision.

1. DEVELOPMENT OF SUPERVISION

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standards; inspection was carried on for the sake of control.

The second period was greatly influenced by public thinking during the nineteenth century in which the fact was quite well established that any school, if it is to serve the interest of the public, must have a professional leader who is vested with the responsibilities of school operation. Nevertheless, the concept of supervision was still that of inspection of the school and classroom. Four distinct and significant school positions came into existence during the second period because there was a seventeenth century pattern of school inspection and a nineteenth century propulsion of ideas by the new nation into the hopes and expectations for the future. These positions were:

(1) The Principal of the School
(2) The State Superintendent of Schools
(3) The County Superintendent of Schools
(4) The Superintendent of the Local School District

The degree of effectiveness of this early pattern of supervision leaves some doubt for inspection continued for the sake of control, although emphasis was placed upon regulations with some leadership for improvement. Sincere attempts to improve education may be seen in these observations.

On the other hand, intelligent superintendents learned a great deal from their observations, which contributed to the ultimate improvement of instruction. Outstanding achievements of teachers were brought to the attention of those who were less successful and the whole problem of method became a subject of discussion and study.

2Ibid., p. 173.
Teachers' meetings were frequently held. In most cities the meetings were held on Saturday and attendance was compulsory. General meetings, grade meetings, and special subject meetings provided an opportunity for teachers to share experiences and develop unified programs of study. Outside lecturers were often invited to participate in these gatherings and to bring new ideas and modes of teaching to the attention of the staff. The effect of these meetings was most salutary. They provided a medium by which leaders could direct and stimulate the thinking of those upon whose shoulders the real task of education rested. 

Then came the third period, a period in which there was intensive interest in classroom operation and management. This roughly covered a twenty-five year span from 1910 to 1935. At this time there was a steady increase in the provision for supervisory positions. Two types of positions emerged at the elementary level, that of special subject supervisor and of general elementary school supervisor. The responsibility for effective school operation was divided between principals and special supervisors or helping teachers.

Ayer and Barr interpreted the operational pattern by saying:

"Supervision is a specialized function devoted to the inspection, direction, and improvement of the educational activities of individuals working at one administrative level, administered by superior officers working at higher levels."  

The nature of supervision in this period was influenced by the existence of related conditions and ideas in other areas of education. 


Listed by Spears were:

1. The curriculum was looked upon as little more than a number of subjects and skills to be manipulated by the teacher through routine procedures. (2) The theory of mental discipline still clung to its exalted pedestal, and psychologists were still courting the attractive additive aspects of the atomistic theory. (3) The out-of-class activities of youngsters were tolerated rather than encouraged by the school, and were not yet recognized as bearing educational values. (4) The testing movement, germinated by the apparent success of the Army Alpha of World War I, was gaining prominence on the ground that both learning power and achievement could be measured with profound objectivity. (5) The schools were still heavily populated with teachers with shortages in their pre-service training.

With these contributing influences in mind, it would seem quite probable that the nature of supervision would be based on the improvement of instruction through direct classroom observation and demonstration, with attention focused upon the teacher's weaknesses.

In the modern school setting, the weaknesses of the early twentieth century supervision are easily discernible. Most pronounced among these weaknesses are these six.

1. Supervision's focal point was the personal and professional shortcomings of the individual teacher, with utter disregard for the laws of human nature, conduct, and relationships; (2) supervision was over-efficient, reflecting the willingness to sacrifice human relationships for a few well formulated technical procedures in the earnest drive to improve classroom instruction; (3) program imposed or brought to bear upon the classroom situation rather than growing out of it; (4) it represented a piecemeal program, lacked coordination, as well as orientation in broader and deeper purposes of education; (5) the program was limited largely to the observation and treatment of what takes place in the four walls of a classroom; (6) levels of operation were overemphasized, too much concern shown for authority and control in the inter-play of teachers, supervisors, and principals.

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1 Spears, op. cit., pp. 64-65.  
2 Ibid., p. 76.
However, modern supervision has salvaged qualities from this period which continue to be of value to education. These qualities are:

(1) Recognition of supervision of instruction as an administrative function worthy of the expenditure of school funds for personnel. (2) The sincerity of the effort. (3) The interest in the classroom, especially instructional methods. (4) The recognition of science as a leading contributor to instructional improvement. (5) The use of demonstration teaching in leadership of teachers.

Mounting dissatisfaction with the prevailing concept of supervision gave rise to the fourth period which fostered cooperative educational leadership. By 1935 there emerged a new period, heralded as democratic administration, in which the supervision became the responsibility of principals and special supervisors shared with coordinators, curriculum directors, consultants, and others. The nature of this period was centered in cooperative study enterprises such as curriculum development, in-service training courses, and other aids aiming toward improvement of instruction. Since then there has been a concerted effort to extend both the concept and the program of supervision. It was during this period that the position of county elementary supervisor came into being and has gained prominence in the present educational teaching-learning situation. The democratic supervisor system expresses confidence in fellow workers; by evaluating teaching on the basis of the understandings, attitudes, and skills actually acquired by the pupils regardless of whether

II. DEMOCRATIC SUPERVISION

With this understanding of the development of supervision, it is...
clear that supervision of schools requires that supervisors give careful study to democratic ideals and their implications for life in America today.

Supervisors should feel a deep concern toward the effects of their teaching on the civic behavior of young people. They must be willing to submit their own philosophy and practices to scrutiny in the light of democratic ideals, and to cast aside all that is inconsistent with democracy. Hagman points out:

As a leader he works with the group which is his concern. His accomplishment is measured in the group accomplishment, and his satisfaction is in the growth of the group rather than in the exercise of his leadership. His task requires insight into human behavior, and genuine fondness for democratic living.¹

The Georgia Teachers' Education Council says:

The aim of supervision is the improvement of the total situation for learning. The administrators and teachers are cooperating members of a total group concerned with the improvement of life.²

Concerning democracy in supervision, Barr, Burton, and Brueckner relate the following:

At its best, democracy in supervision means enlisting the abilities of teachers, principals, and superintendents in the cooperative enterprise of improving teachers or other aspects of the teaching-learning situation. The democratic supervisor has and expresses confidence in fellow workers; he evaluates teaching on the basis of the understandings, attitudes, and skills actually acquired by the pupils regardless of whether


these were secured through teaching procedures suggested by
him or not. His classroom interviews with teachers are real
conferences characterized by interchange of ideas and sugges-
tions; his teachers' meetings are participatory with opportunity
for teachers to present opinions, to differ, to demonstrate.
The democratic supervisor encourages self-direction, self-
criticism, and self-control among teachers. He realizes that
growth requires not only opportunity but time.¹

Wiles, another advocate of democracy in supervision, states:

To improve instruction, supervision must provide: leadership
that develops a unified school program and enriches the environ-
ment for all teachers; the type of emotional atmosphere in which
all are accepted and feel that they belong; opportunities to
think and work together effectively as a faculty; personnel pro-
cedures that give the teacher confidence in the school system;
and program change based on honest evaluation.²

With this understanding of democracy in supervision, and the
broadening concept of supervision, is found a proportionately broad
area of functions which supervision must perform. Elsbree and McNally
say: "Instead of focusing its attention directly on the teacher, it
concerns itself with the improvement of the total teaching-learning
situation."³

The Association for Supervision and Curriculum Development
has primary tasks of leadership in supervision in the 1945 year-

III. FUNCTIONS OF A SUPERVISOR

In order to be a good resource person the supervisor must
possess a wholesome interest in people. He must be sensitive
¹A. S. Barr, W. H. Burton, and L. J. Brueckner, Supervision
²Kimball Wiles, Supervision for Better Schools (New York:
³Willard S. Elsbree and Harold J. McNally, Elementary School
Administration and Supervision (New York: American Book Company, 1951),
to human characteristics and desires. He may be a perfectionist for himself but needs to be understanding and charitable toward those with whom he associates. Actually, the supervisor is in the same relationship to teachers as teachers are to pupils; for just as pupils function better if teachers are sensitive to their needs, as teachers can function better if supervisors are sensitive to the needs of teachers.\footnote{W. Isaac and others, "Supervision: Some Notes on Making it Work," \textit{Clearing House}, XXII (December, 1947), 206.}

A friendly, sincere, helpful attitude on the part of the supervisor will open the way for the teacher to seek supervisory guidance.

The supervisor must have a genuine regard and appreciation for the worth of each individual and a willingness to understand and accept each teacher at his own level of growth. With this understanding the teacher and supervisor will be partners working together toward a common aim. A good rapport between teacher and supervisor can come only through mutual respect and confidence.

The good supervisor is one who has gained the confidence and good will of his teachers, and has established a rapport which makes it unnecessary for them to be jumpy, to watch doors, to dread interviews, to conceal classroom occurrences, to be uncomfortable in his presence, or to wish they had selected some other career or profession.\footnote{Howard A. Lane, "Education for Social Intelligence," \textit{The Yearbook of the Association for Supervision and Curriculum Development}, 1955 (Washington, D. C.: Department of the National Education Association, 1955), p. 76.}

The Association for Supervision and Curriculum Development itself reports the primary tasks of leadership in supervision in the 1945 yearbook which gives an insight into the functions of supervision.

- Do you like people?
- Do people tell you their desires and problems?
- Do...
and acceptance of responsibilities by parts of the group for operation and completion of plans. The leader sees that all concerned parties are heard, that strong enthusiasms and marked dissents are justly weighed, that the mild desires of a majority shall not outrage the strong concerns of a few.¹

Barr, Burton, and Brueckner, considered to be among the foremost writers in the field of supervision, give the following principles concerning the functions of supervision:

Supervision, through all means available, will: (1) seek improved methods of teaching and learning; (2) create a physical, social, and psychological climate or environment favorable to learning; (3) coordinate and integrate all educational efforts and materials and will give continuity; (4) provide ample, natural opportunities for growth by all concerned in the correction and prevention of teaching difficulties, and for growth in the assumption of new responsibilities; (5) enlist the cooperation of all staff members in serving their own needs and those of the situation; and (6) aid, inspire, lead, and develop that security which liberates the creative spirit.²

Wiles, in discussing the function of a supervisor, believes good supervision should be skill in: (1) leadership, (2) human relations, (3) group process, (4) personnel administration, and (5) evaluation.³

Wiles further believes that a prospective supervisor should ask himself:

Do you like people?
Do people like to be around you?
Do people tell you their desires and problems?
Do you find it easy to give others credit?


²Barr, Burton, and Brueckner, op. cit., pp. 61-65.

³Wiles, op. cit., p. 12.
Do you habitually think of how others will feel before you make a decision?1

Walter a. Anderson, writing in Education, describes situations in which the function of a supervisor becomes a "service agent," "co-worker," and a "specialist" in democratic procedures. Anderson further states that "the entire school personnel and interested laymen are sharing in policy-making, curriculum planning, and the solution of school problems."2

Harold Spears lists a number of items as "The Unique Function of a County Supervisor." They are as follows:

1. The supervisor works with all teachers of all schools in planning, on committees, in the in-service training program, selecting and using professional materials, and in classroom visitations.
2. The supervisor is responsible for improvement of instruction in the county and for helping interpret the school program.
3. She is a resource person available at request of the teacher or principal.
4. On the county-wide level, she works with the planning committee and group leaders and attempts to coordinate the work of the entire personnel.
5. In working with individual schools, she attends faculty meetings and local study groups, helps identify problems and discover ways of solving them, and assists in developing criteria and techniques for evaluating the school program.
6. One of the responsibilities is that of building morale and developing good relationships among teachers, principals, children, and parents.
7. Individual conferences with all new teachers are held before the opening of school, to facilitate the beginning of their year's work.
8. Visiting schedules are arranged and carried out.

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1 Ibid., p. 114.
2 Walter A. Anderson, "Modern Supervision is In-Service Education," Education, LXVII (December, 1946), 199-204.
9. Much of the supervisor's time is spent in trying to encourage and keep up morale.¹

This is a partial list of the functions of a supervisor. However, there are many functions which a supervisor performs which may seem insignificant, but at the same time bring about much satisfaction and are an aid in securing desired results. The specific functions as related by county supervisors in the field will be given in a following chapter of this study.

IV. TECHNIQUES OF SUPERVISION

Since there have been great changes in the philosophy of supervision from the concept that supervision has attempted to improve the classroom situation by training and improving the teacher to the new concept that a teacher's growth takes place best through his participation in cooperative study and improvement of the teaching-learning situation, likewise this change necessitates techniques and ways of working which are considerably different from those customary in supervision.

Elsbree and McNally classify the techniques of supervision into two areas, "group" and "individual" techniques.² The former includes cooperative study of instructional problems, cooperative study of administrative problems, study groups, group study of the community, and local workshops. The latter would involve individual classroom visits and

¹Spears, op. cit., pp. 260-262.
²Elsbree and McNally, op. cit., p. 413.
conferences, observation visits by teachers, child study, encouraging teachers' interests, and organizing professional experiences. ¹

The technique "encouraging teachers' interests" is one of the aspects of the whole area of improvement in human relations, including teachers' personal problems, relations among teachers, relations of teacher and parents, and relations between the principal and the staff.

"Organizing professional experiences" suggests that the group of teachers might receive help in the solution of some problems through course work at a center of learning such as summer sessions or community classes conducted by a nearby college.

Barr, Burton, and Brueckner, authorities in the area of supervision, suggest the following methods which they consider to be effective supervisory techniques: "group devices" including workshops, committees, staff meetings, group counseling, course work, directed reading, directed observation, field trips, travel seminars, and audio-visual aids. Continuing with a list of "individual devices," they further include participation in the total teaching act, individual problem-solving, and inter-visitations.

Hagman believes the procedures and activities which are instituted to accomplish the supervisory program should be selected and carried on in realization of the special needs for the specific situation. However,

¹Tbid., pp. 412-426.

²Barr, Burton, and Brueckner, op. cit., pp. 107-108.
he lists some general practices which are classified into two groups:

1. General practices and procedures, including classroom visitation, demonstration teaching, intervisitation by teachers, teachers' meetings, surveys, evaluation of teaching and practices which foster general teacher growth in service; and

2. Assisting practices and procedures, such as bulletins and professional organizations.¹

Further evidence of the importance of group activity as a technique in supervision is given by Wiles.

In light of present data, however, the way to better schools seems to be in the decision of the official leadership to work within the group and the development of practices which implement that commitment.²

The same author states further that improvement of instruction takes place through various techniques such as: staff meetings to seek agreement of purposes, teaching objectives, and sharing of ideas and experiences; continued self-evaluation of teaching being done.³

To further supervisory techniques, Wiles lists the following:

1. Stimulate concern for the improvement of learning situation.
2. Provide teachers with up-to-date materials.
3. Recognition of persons who are trying new procedures.
4. Provide in-service training.
5. Help teachers develop techniques for evaluating a variety of types of pupil growth.
6. Use workshops as a procedure for program change.
7. Encourage teacher-pupil planning.⁴

Melchoir says that: "All techniques used to further teacher growth are subsidiary to the major purpose—pupil growth—and hence to

¹Hagman, op. cit., pp. 107-108.
²Wiles, op. cit., p. 286.
³Ibid., p. 285.
⁴Ibid., pp. 285-286.
the basic emphasis that should be placed in supervision.\textsuperscript{1}

Seven specific techniques which the author believes to be most effective are enlarged upon. They include:

(1) Individual conferences which would provide an opportunity for the supervisor to get the teachers' candid opinions on problems which may be personal or related to topics or problems which are under discussion in current faculty meetings. (2) Faculty meetings or group conferences in which the basic problems of the group might be identified and attacked, free and open expression of opinion being in order. (3) Social meetings where there should be a genuine, cordial, and heartfelt spirit among the members of the group. (4) Workshops or serious study groups where persons individually and collectively work under the guidance of a director or coordinator with the aid of consultants or specialists, surrounded by a wealth of pertinent materials. (5) Committees, differing from group conferences in that the latter would generally be made up of persons concerned with the study of a topic or problem of direct concern to themselves and would assume a definite responsibility while the conference is more general in purpose and result. (6) Activity in educational associations as it might reflect the interests of the profession and its elevation as well as to be professionally informed on the results of current research. (7) Classroom visitation for the purpose of observation and study of pupils in their immediate environment, always with the realization on the part of teacher and pupils and supervisor that it is for a friendly and helpful purpose.\textsuperscript{2}

Melchior, in agreement with Hagman, presents the idea that supervisory techniques are employed when a felt need arises, thus implying that a specific technique would function according to the situation and would not necessarily be used universally and at all times.\textsuperscript{3}

Thus, a good program of supervision, whether it be on the county level or city wide, might include many or few of the aforementioned


\textsuperscript{2}Ibid., pp. 39-54.

\textsuperscript{3}Ibid.
practices depending upon its adaptability to a particular situation.

V. CONDITIONS AFFECTING SUPERVISION

In order to assure the maximum effectiveness of supervisory personnel in the improvement of education, certain conditions must exist. Faith Smitter, writing in Educational Leadership, describes the following situations which affect supervision.

(1) The supervisor or consultant should be well trained in elementary school procedures; plus a knowledge of how to work with adults. (2) The supervisor must have the confidence and the support of the employing superintendent. (3) The employing superintendent must provide time for his staff to develop a common philosophy of education and to iron out personal disagreements. (4) All supervisors need in-service education. (5) The supervisor must have the confidence and support of the recipient administrator. (6) Observation of classrooms is a necessary base for the supervisor's work with individual conferences available. (7) Time must be provided for the in-service education of teachers. (8) The recipient administrator must plan with his teachers and the supervisor for a long-term program of supervision.1

Until the past couple of decades, little has been said concerning a supervisory program. It was treated as though it were the individual effort of a specific school or administrator bearing the title or responsibility. Today the concept of a good supervisory program is represented by close coordination of efforts by the administrators, supervisor, and teachers. No matter how well-trained the supervisor, he cannot do the job alone.

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VI. PERSONALITY OF SUPERVISORS

The changed concepts of supervision have brought about a change in attitudes of supervisors toward those with whom they work. Supervisors now look upon themselves as colleagues with principals, teachers, and other supervisors. All are joined together in a cooperative effort to improve school programs for children. Otto further states that with this type of working relationship it is imperative that supervisors manifest a faith in the desire and capacity of others to grow professionally.

Wiles has grouped the following list of five skills essential for a would-be supervisor: skills in leadership, skills in human relations, skills in group process, skills in personal administration, and skills in evaluation.

Characteristics of the ideal supervisor were studied during a state supervisory conference. In the lists of personal traits necessary for success were found:

- Sincerity, fairness, easy approachability, respect for individuals, humility, and sympathy. To these were added these specific qualities: leadership, skill as a teacher, and knowledge of child growth and development.

Another group gave this list of desirable qualities for a person in supervisory capacity:

---

2. Ibid.
Values honesty, derives pleasure from his work, is open-minded, and has a helpful attitude. Merely being a good listener is at times as helpful a quality as the supervisor can display.

Kyte reports that seven hundred teachers especially commended their supervisors for such things as:

Sympathetic understanding, showing appreciation of their efforts, a gracious or kind manner, open-mindedness, cooperation, allowing a reasonable amount of freedom, exemplifying a good professional spirit, making an altruistic interpretation of situations, calmness, frankness, definiteness, and having a sense of humor.

This same group of teachers believed that their supervisors could improve in:

Definite, constructive criticism, in having more contacts with children's activities, in permitting teachers to have more liberty in working out their own ideas, in inspiring them with better ideals, and in 'being human' in many situations.

It has been suggested by Briggs and Justman that the supervisor possess a personality which will enable him to maintain the following relations with teachers.

1. Relations between supervisor and teachers should be as between professional colleagues and as between social equals.
2. Supervisory responsibilities . . . discharged on a professional rather than on a personal level.
3. Supervision . . . based upon cooperative thinking and effort.
4. Proceeding slowly on a firm basis of good will and understanding.
5. The supervisor should at all times be mindful of the importance of good morale among staff.
6. The supervisor should set the tone of the organization.
7. Promotion of good social and professional relations among staff.
8. Provide systematic opportunity

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1 Ibid.
3 Ibid., p. 178.
for personal and professional growth of teachers. (9) The supervisor should seek to develop special abilities of teachers. (10) Utilize every opportunity for honest commendation of teachers' achievement and effort. (11) Make every effort to help teachers anticipate difficulties and prevent their occurrence; once difficulties occur, help overcome them. (12) Aid new teachers or beginning teachers in their adjustment. (13) The supervisor should assume responsibility for common mistakes and protect teachers from criticism by the public and by others.1

There was a time, a few years back, when a supervisor's function was arrived at through long lists of specific duties. Today supervision has come to mean not a mere listing of duties but a process of grouping. Many studies have reported that teachers' attitudes toward their experiences with it and on their professional abilities in education.

The twenty-seventh yearbook of the Department of Elementary School Principals says: "Supervision, like teaching, has become an integrated process rather than the mere manipulation of isolated devices."2

In essence, the job of the supervisor is to work with people, teachers, pupils, parents, citizens in the community, boards of education, other supervisors, and workers in social agencies.3

It is the general belief among educators that a supervisor succeeds or fails principally by the way in which he works with people, success being the usual result of a supervisor who is understanding, self-evaluation of the supervisor may be facilitated through likes and respects people, and who is able to secure their trust and confidence.

An additional quality to be desired in a supervisor, as given by Briggs and Justman, is the ability of a supervisor to grow in his job. They say the following:


2Ibid., p. 29.

3Ibid.
Not only does his growth induct growth in others, but new conditions bring new duties. By growth in competence to perform old duties, the supervisor finds time to undertake new ones; as he brings the staff to levels of proficiency in their accustomed tasks, he can lead them to higher responsibilities which stimulate them to continuous effort and greater success.¹

VII. TEACHERS' ATTITUDES TOWARD SUPERVISION

The attitude of teachers toward supervision will depend upon their experiences with it and on their professional ambition and alertness; these in turn develop from a vision of the possibilities in education.²

Many studies have reported what teachers' attitudes are but a great number of these reports are not in agreement.

Attitudes are very important. Probably the most important single piece of information the supervisor will need to have concerns the teacher's attitudes toward life, toward fellow worker, toward his vocation, toward his work in the school, toward the people with whom he comes into contact, and particularly toward supervision and other means of professional growth.

Self-evaluation of the supervisor may be facilitated through careful consideration of teachers' attitudes. Since teachers are commonly the supervisor's closest professional colleagues, it is through them that he accomplishes educational goals. Because of this, the supervisor needs to be intelligently sensitive to their reactions toward his efforts.

¹Ibid., p. 68. ²Ibid., p. 87.
Supervisory functions such as the classroom visit, supervisory conferences, and teachers meetings carry varying connotations of attitudes, depending on numerous factors as will be noted in the following quotes from Briggs and Justman.

Classroom visits by supervisors, while not resented by teachers if they are productive of professional help and conducive to growth, are not universally popular, and there is a tendency on the part of a good many teachers to disparage the practice.¹

The same authors find obstacles which hinder classroom visitations and develop unsavory attitudes toward supervision are developed because of:

Suspicion and even hostility of teachers who have experienced visits by the supervisor only for the purpose of rating them or of finding faults that were reported without constructive help.²

These authors make these recommendations regarding classroom visitations which should facilitate desirable supervisor-teacher attitudes.

If the teacher makes excuses, whether or not they seem altogether valid, or if he manifests a state of mind or an attitude that does not promise a normal learning situation, the supervisor may well propose that the visit be postponed. Such consideration will pay dividends later, and the teacher will more easily believe that the purpose of the visit is to learn the directions in which educational improvement may best take place.³

Teachers' attitudes regarding supervisory conferences which they have experienced have not been enthusiastic. Nevertheless, supervisors should appreciate the possibilities of using the conference for

¹Ibid., p. 31h. ²Ibid., p. 32h. ³Ibid., p. 33l.
stimulating teachers toward greater effectiveness, and he should plan
to incorporate it into his program in such a way that the teachers will
recognize its helpfulness.

Frequently, attitudes held by teachers regarding teachers' meet-
ings are closely allied with those concerning conferences. On the other
hand, if the meetings are good, teachers' attitudes will be good; if
they are lacking in helpfulness, naturally teachers will look upon them
with disfavor.

Harold Spears sums up the necessity of desirable attitudes by
teachers toward the supervisory program in the following:

Perhaps the value of a supervisory program can best be
measured by the affection and respect shown for it by the
teachers. It may meet all the theoretical requirements for
a good program; but if it is not accepted by those whom it is
to serve, there is something wrong with it.1

VIII. COUNTY SCHOOL SUPERVISION

Yearly, county superintendents all over the state tussle with the prob-
lem of providing the most beneficial instructional service for the
schools. The establishment of the county supervisor came into being
because of this need. The rural supervisor was first a part of the state
department with the title of agent. "Their duties were to visit schools,
hold institutes, and stimulate teachers and school officers to do an

1Spears, op. cit., p. 145.
effective piece of work.\textsuperscript{1} From that time on, the ideas of special supervisors for rural schools were gradually extended to include our present county supervisor. This change may be seen in a study reported by Jane Franseth of the United States Office of Education in 1951. This study shows that in the year 1929 Iowa, with ninety-nine counties, had no supervisors. However, by 1953, Iowa was employing twenty-nine supervisors.\textsuperscript{2}

The contribution that the county supervisor is bringing to the rural schools has not as yet been measured. The profession holds higher expectations for the future. In general, supervisors hope that:

1. All activities will be conducted by supervisors, superintendents, and teachers working cooperatively toward accepted goals of instruction.
2. The supervisor will be a leader who extends guidance to teachers in their in-service development.
3. The supervisor will continue to study current trends and outstanding educational accomplishments.
4. A well-planned in-service program will provide satisfactory teacher improvement and better pupil learning.
5. Teachers will be included in the planning, to assure the highest possible service to each person.
6. There will be provided an over-all program for attacking teaching problems on a county basis.\textsuperscript{3}

Thus, a good program of supervision might include several or all of the above practices, depending upon its adaptability to varying individual situations.


\textsuperscript{3}Spears, op. cit., p. 248.
With these aims in mind, the responsibilities and problems of currently employed county supervisors in Iowa will be considered.
CHAPTER III

PRESENTATION AND INTERPRETATION OF DATA

I. PROCEDURES USED IN GATHERING DATA

The questionnaire involved checking items of varying importance, and a firm belief in the meritorious efforts of present county supervisors in Iowa to improve our present educational system, this study was initiated.

The problems of a system-wide supervisor would quite possibly of necessity be different from those of a county-wide supervisor. Therefore, because of the writer's special interest in supervision on the county basis, the study was limited. The study includes responsibilities and problems of all county supervisors in Iowa, 1955-1956. It will also show to what extent county supervisors are employed in Iowa and will impart some light as to their success or failure.

In an effort to obtain recent data concerning the responsibilities and problems of county elementary supervisors, a questionnaire was sent to the thirty-five currently employed supervisors in the state of Iowa. The material in the questionnaire came from different sources: first, personal interviews with supervisors; second, conclusions drawn from reading books, magazine articles, and other research studies.

A letter explaining the nature of the study accompanied each
questionnaire that was mailed. A stamped, self-addressed envelope was also included for the return information. The names and addresses of the county supervisors were secured from the Iowa State Department of Education.

The questionnaire involved checking items or answering with one or two words, while some required more lengthy individual opinions.

Tables were used in recording the results to facilitate analysis of data. It will be noted in some instances when no report is indicated that tabulations were made and included in the tables.

The questionnaire used to obtain the data concerning responsibilities and problems of county supervisors and the letter which accompanied it will be shown in Appendix A.¹

II. QUESTIONNAIRE RETURNS

The response showed that 94.3 per cent of the questionnaires were filled out and returned. These responses will serve as a foundation for the analysis of the supervisors' responsibilities and problems as interpreted by those answering the questionnaire.

The percentage of questionnaires returned and the requests for a summary of the study indicated that supervisors were interested in obtaining information which might prove helpful in furthering their efforts to improve supervision.

As illustrated in Table I, of the 94.3 per cent returned, 60.7 per

¹Appendix A, p. 68.
...cent indicated a desire to obtain more information in this area.

There is an indication that high school and professional growth exist among present county supervisors. This is supported to a certain extent by their educational attainment which county supervisors possess. This is shown in Table II.

<table>
<thead>
<tr>
<th>Educational qualifications</th>
<th>County supervisors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hold a Bachelor's degree in education</td>
<td>73.2%</td>
</tr>
<tr>
<td>Hold a Master's degree in education</td>
<td>26.8%</td>
</tr>
</tbody>
</table>

Perhaps these supervisors realize the value in finding out, sizing up situations, learning how the others work, and in determining the heterogeneity and homogeneity among workers in this area. These are matters which cannot be passed on in formulas or principles, but may be reached through grass-root contacts such as this study could make possible.

III. STATUS OF COUNTY SUPERVISORS

... highly specialized area with 100 per cent of the workers having had...

Either as individual workers or as organized groups, supervisors hold a deep faith in the improvement of the work of the school, and in their devotion to their task they reveal the patience of true scientists.

Supervisors have gained the reputation of being "the students of the..."
teaching profession.\textsuperscript{1}

There is an indication that high standards and professional growth exist among present county supervisors which may be reflected to a certain extent by the following chart relating their educational background.

Table II shows that 24.2 per cent of the supervisors surveyed held a Bachelor's degree in comparison to 75.8 per cent who are in possession of a Master's degree. This indicates the high level of academic attainment which county supervisors possess in common.

\begin{table}[h]
\centering
\begin{tabular}{lll}
\hline
Educational qualifications & Number of supervisors & Percentage \\
\hline
Bachelor's degree & 8 & 24.2 \\
Master's degree & 25 & 75.8 \\
\hline
\end{tabular}
\caption{Educational Qualifications of County Supervisors in Iowa}
\end{table}

Further evidence will be presented in Table III concerning the achievements which have been a part of the preparatory work of present county supervisors.

The data in Table III depict the field of supervision to be a highly specialized area with 100 per cent of its members having had specific educational work in supervision. Likewise, a large percentage,\footnote{Harold Spears, Improving the Supervision of Instruction (New York: Prentice-Hall, Inc., 1953), p. 383.}
81.8 per cent, of current supervisors have acquired specific training in administration. These aforementioned qualifications should be a positive contributing factor in the effectiveness of these supervisors in Iowa.

TABLE III

PERCENTAGE OF SUPERVISORS WITH SPECIFIC COURSE WORK IN SUPERVISION AND ADMINISTRATION

<table>
<thead>
<tr>
<th>Specific course work</th>
<th>Number of supervisors</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>In supervision</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>33</td>
<td>100.0</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>In administration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>27</td>
<td>81.8</td>
</tr>
<tr>
<td>No</td>
<td>6</td>
<td>18.2</td>
</tr>
</tbody>
</table>

People are known by the lives they live, and county supervisors are no exception to the rule. They are revealed by the services they perform and, likewise, by the associations they form. Table IV indicates the association affiliations which the supervisors revealed on the questionnaire.

The highest percentage of alliance listed was 100 per cent membership in the National Education Association, with 18.2 per cent of those members holding life memberships. These data indicated a high degree of professionalism among supervisors. The second high organizational affiliation was with the Iowa State Education Association, which held
<table>
<thead>
<tr>
<th>Name of organization</th>
<th>Number of supervisors</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Education Association</td>
<td>33</td>
<td>100.0</td>
</tr>
<tr>
<td>Life Membership N. E. A.</td>
<td>6</td>
<td>18.2</td>
</tr>
<tr>
<td>Rural Section N. E. A.</td>
<td>4</td>
<td>12.1</td>
</tr>
<tr>
<td>Iowa State Education Association</td>
<td>30</td>
<td>90.9</td>
</tr>
<tr>
<td>Association for Supervision and Curriculum Development</td>
<td>19</td>
<td>57.6</td>
</tr>
<tr>
<td>Iowa County Elementary Supervisors' Association</td>
<td>13</td>
<td>39.4</td>
</tr>
<tr>
<td>Delta Kappa Gamma</td>
<td>8</td>
<td>24.2</td>
</tr>
<tr>
<td>American Childhood Education International</td>
<td>8</td>
<td>24.2</td>
</tr>
<tr>
<td>Business and Professional Women</td>
<td>6</td>
<td>18.2</td>
</tr>
<tr>
<td>Local Rural Teachers' Association</td>
<td>5</td>
<td>15.2</td>
</tr>
<tr>
<td>American Association of University Women</td>
<td>5</td>
<td>15.2</td>
</tr>
<tr>
<td>Pi Lambda Theta</td>
<td>4</td>
<td>12.1</td>
</tr>
<tr>
<td>Iowa Council for Social Studies</td>
<td>1</td>
<td>3.0</td>
</tr>
<tr>
<td>Iowa Classroom Teachers' Association</td>
<td>1</td>
<td>3.0</td>
</tr>
<tr>
<td>National Council of Teachers of Mathematics</td>
<td>1</td>
<td>3.0</td>
</tr>
<tr>
<td>P. E. O.</td>
<td>1</td>
<td>3.0</td>
</tr>
<tr>
<td>Central Association of Science and Mathematics</td>
<td>1</td>
<td>3.0</td>
</tr>
</tbody>
</table>
TABLE IV (continued)

<table>
<thead>
<tr>
<th>Name of organization</th>
<th>Number of supervisors</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Iowa Council of Teachers of Mathematics</td>
<td>1</td>
<td>3.0</td>
</tr>
<tr>
<td>Illinois Council of Teachers of Mathematics</td>
<td>1</td>
<td>3.0</td>
</tr>
<tr>
<td>Iowa Mental Health Association</td>
<td>1</td>
<td>3.0</td>
</tr>
<tr>
<td>Iowa State Association of Elementary Principals</td>
<td>1</td>
<td>3.0</td>
</tr>
<tr>
<td>International Reading Association</td>
<td>1</td>
<td>3.0</td>
</tr>
</tbody>
</table>

a 90.9 per cent membership. The percentages of other affiliations were appreciably lower but nevertheless included quite a wide range of educational interests. Perhaps this illustration of data in Table IV is indicative of the high value placed upon organizational affiliations by county supervisors.

With these aforementioned affiliations and qualifications of county supervisors in mind, the reader's interest may be aroused as to the length of time these supervisors have been employed in their present positions. In Table V the length of time is indicated as reported by these thirty-three supervisors.

Since the field of county supervision is a relatively new area in educational advancement in Iowa, it would be only logical to expect the greatest percentage of supervisors to be new in their position. Table V shows the largest percentage, 24.2 per cent, of the supervisors
TABLE V

LENGTH OF TIME SUPERVISORS HAVE BEEN EMPLOYED IN PRESENT POSITIONS IN IOWA, 1955-1956

<table>
<thead>
<tr>
<th>Years in present position</th>
<th>Number of supervisors</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1 year</td>
<td>8</td>
<td>24.2</td>
</tr>
<tr>
<td>1 year</td>
<td>2</td>
<td>6.1</td>
</tr>
<tr>
<td>2 years</td>
<td>4</td>
<td>12.1</td>
</tr>
<tr>
<td>3 years</td>
<td>6</td>
<td>18.1</td>
</tr>
<tr>
<td>4 years</td>
<td>5</td>
<td>15.2</td>
</tr>
<tr>
<td>5 years</td>
<td>5</td>
<td>15.2</td>
</tr>
<tr>
<td>6 years</td>
<td>2</td>
<td>6.1</td>
</tr>
<tr>
<td>7 years</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>8 years</td>
<td>1</td>
<td>3.0</td>
</tr>
</tbody>
</table>

The indication in Table V that the largest per cent of supervisors are new to their present job and that many others have been in county supervision work a comparatively short time should prove a productive source for studying their reasons for entering county supervision work.

It was very gratifying to see in Table VI that the most important reason given by supervisors for entering county supervision was to help
<table>
<thead>
<tr>
<th>Reasons for entering county supervision</th>
<th>Number of supervisors</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help children</td>
<td>9</td>
<td>27.3</td>
</tr>
<tr>
<td>Because of educational background and training</td>
<td>8</td>
<td>24.2</td>
</tr>
<tr>
<td>Like to work with teachers</td>
<td>8</td>
<td>24.2</td>
</tr>
<tr>
<td>Intense interest in Advancement in position</td>
<td>7</td>
<td>21.2</td>
</tr>
<tr>
<td>Great need and service in supervision</td>
<td>6</td>
<td>18.1</td>
</tr>
<tr>
<td>Enjoy working in country in rural education and with rural people</td>
<td>4</td>
<td>12.1</td>
</tr>
<tr>
<td>Selected for position before being consulted</td>
<td>3</td>
<td>9.1</td>
</tr>
<tr>
<td>Intense interest in area of supervision</td>
<td>3</td>
<td>9.1</td>
</tr>
<tr>
<td>Special interest in curriculum improvement</td>
<td>3</td>
<td>9.1</td>
</tr>
<tr>
<td>Like to work with adults</td>
<td>2</td>
<td>6.1</td>
</tr>
<tr>
<td>Work close to home</td>
<td>2</td>
<td>6.1</td>
</tr>
<tr>
<td>Like the work</td>
<td>2</td>
<td>6.1</td>
</tr>
<tr>
<td>Did not like special education area</td>
<td>1</td>
<td>3.0</td>
</tr>
<tr>
<td>Better working conditions</td>
<td>1</td>
<td>3.0</td>
</tr>
<tr>
<td>Better pay</td>
<td>1</td>
<td>3.0</td>
</tr>
<tr>
<td>Compensating work</td>
<td>1</td>
<td>3.0</td>
</tr>
</tbody>
</table>
TABLE VI (continued)

<table>
<thead>
<tr>
<th>Reasons for entering county supervision</th>
<th>Number of supervisors</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prefer doing in-service education</td>
<td>1</td>
<td>3.0</td>
</tr>
<tr>
<td>Believe teachers need and want assistance</td>
<td>1</td>
<td>3.0</td>
</tr>
<tr>
<td>Because of previous work with student teachers</td>
<td>1</td>
<td>3.0</td>
</tr>
<tr>
<td>Intense interest in elementary education</td>
<td>1</td>
<td>3.0</td>
</tr>
<tr>
<td>Challenging position</td>
<td>1</td>
<td>3.0</td>
</tr>
<tr>
<td>Continues classroom contacts not in teaching capacity</td>
<td>1</td>
<td>3.0</td>
</tr>
<tr>
<td>Because of interest in teaching</td>
<td>1</td>
<td>3.0</td>
</tr>
<tr>
<td>Enjoy the broad scope of work</td>
<td>1</td>
<td>3.0</td>
</tr>
<tr>
<td>No answer given</td>
<td>2</td>
<td>6.1</td>
</tr>
</tbody>
</table>

children. However, as indicated, there is a great variation in reasons listed. Perhaps this is due to the individual differences in interests, capabilities, and needs of supervisors as well as in the demands of the position.

The aforementioned length of time which supervisors have been in present positions may or may not have been influenced by the information given in Table VII, which reveals information regarding financial remuneration received by supervisors.
TABLE VII

SALARY RANGE OF COUNTY SUPERVISORS IN IOWA AS REPORTED BY SUPERVISORS FOR THE YEAR 1955-1956

<table>
<thead>
<tr>
<th>Salary range</th>
<th>Number of supervisors</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Over $5,000</td>
<td>7</td>
<td>21.2%</td>
</tr>
<tr>
<td>$4,500-$5,000</td>
<td>14</td>
<td>42.4%</td>
</tr>
<tr>
<td>$4,000-$4,500</td>
<td>8</td>
<td>24.2%</td>
</tr>
<tr>
<td>$3,500-$4,000</td>
<td>3</td>
<td>9.1%</td>
</tr>
<tr>
<td>No response</td>
<td>1</td>
<td>3.1%</td>
</tr>
</tbody>
</table>

This table shows quite a wide variation in salary received by county supervisors. However, it can be noted that the greatest percentage, 42.4 per cent, of the supervisors receive wages in the second highest position. The smallest percentage of reporting supervisors, 9.1 per cent, were found in the position of least financial return.

In addition to regular salary, 100 per cent of the supervisors reported travel expenses were paid to them at the rate of seven cents per mile.

It was also reported by seven supervisors, or 21.2 per cent, that board and room plus other expenses were paid when they were on duty outside the county. This same practice may apply to other supervisors for this information was not asked for in the questionnaire but was volunteered by some.

In studying the results of the data obtained from the questionnaire,
there seemed to be very little relation between the salary received and the length of yearly employment. In some instances, supervisors were working longer periods of time and receiving a smaller salary, while in other instances the opposite was true. However, for the benefit of the prospective county supervisor and others interested in supervision, it seems necessary to include Table VIII showing the months of actual working time per year for various supervisors.

**TABLE VIII**

ACTUAL WORKING TIME CONTRACTED FOR BY COUNTY SUPERVISORS IN IOWA, 1955-1956

<table>
<thead>
<tr>
<th>Length of contract year</th>
<th>Number of supervisors</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 months</td>
<td>7</td>
<td>21.2</td>
</tr>
<tr>
<td>11(\frac{1}{2}) months</td>
<td>1</td>
<td>3.1</td>
</tr>
<tr>
<td>11 months</td>
<td>6</td>
<td>18.1</td>
</tr>
<tr>
<td>10(\frac{1}{2}) months</td>
<td>2</td>
<td>6.1</td>
</tr>
<tr>
<td>10 months</td>
<td>11</td>
<td>33.3</td>
</tr>
<tr>
<td>9(\frac{1}{2}) months</td>
<td>2</td>
<td>6.1</td>
</tr>
<tr>
<td>Not reported</td>
<td>4</td>
<td>12.1</td>
</tr>
</tbody>
</table>

Eleven of the supervisors surveyed worked ten months, this being the largest percentage, or 33.3 per cent of the total. The second highest group was 21.2 per cent. This group worked twelve months a year. The third group, 18.1 per cent of the supervisors, worked eleven months yearly. This data indicate that the largest portion of
supervisors are generally employed for a period of ten to twelve months per year.

After studying this extensive information concerning the status of county supervisors, it may be of interest to learn the extent to which these currently employed supervisors plan to continue in supervision.

The findings in Table IX show that 87.9 per cent of the supervisors surveyed checked a positive answer in comparison to 3 per cent negatively checked. This indicates that about seven-eighths of the presently employed county supervisors in Iowa plan to continue in this field.

<table>
<thead>
<tr>
<th>Do you plan to continue in supervisory work?</th>
<th>Number of supervisors</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>29</td>
<td>87.9</td>
</tr>
<tr>
<td>No</td>
<td>&lt;1</td>
<td>&lt;3.0</td>
</tr>
<tr>
<td>Not sure</td>
<td>2</td>
<td>6.1</td>
</tr>
<tr>
<td>No answer given</td>
<td>1</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Evidence has been presented which shows that the majority of county supervisors are satisfied with their work. The answers given were definitely in favor of job satisfaction. The answers given were definitely in favor of job satisfaction.

The minor irritations that are in our job, of course, I don't give 100 per cent satisfaction and one thing that

minor irritations that are in our job, of course, I don't give 100 per cent satisfaction and one thing that has been

TABLE IX

SUPERVISORS' DESIRES REGARDING CONTINUATION OF SUPERVISORY EMPLOYMENT IN IOWA, 1955-1956

Evidence has been presented which shows that the majority of county supervisors are satisfied with their work. The answers given were definitely in favor of job satisfaction. The answers given were definitely in favor of job satisfaction.

The minor irritations that are in our job, of course, I don't give 100 per cent satisfaction and one thing that has been presented which shows that the majority of county supervisors are satisfied with their work. The answers given were definitely in favor of job satisfaction. The answers given were definitely in favor of job satisfaction.
dissatisfaction. Question number 11-E on the questionnaire related some of these dissatisfactions. The answers given were in the form of personal opinions. From this information, direct quotes have been taken which denote special reasons for personal dissatisfaction with present situations. The quotes follow:

I prefer to work where working conditions are favorable.

I prefer to work for people who call a spade a spade.

Work very difficult; involves much driving; physically very tiring. Some days I drive ninety to one hundred miles.

Such fast turnover of personnel, especially in rural schools.

Difficulty of trying to work for improvement system-wide in towns where administrative philosophy is not very good.

Minor irritations that are in any job.

Of course, I don't give 100 per cent satisfaction and one likes to succeed.

Reorganizations are underway and there may not be the demand or the desire for a supervisor in the county.

This year I am dissatisfied because we do not have a special education person and I have to carry both loads.

I simply have no time for recreation and for doing the good kind of work I'd like to do. It is rather frustrating.

IV. RESPONSIBILITIES OF SUPERVISOR IN DISCHARGING DUTIES

The job of instructional improvement which is carried on by the county supervisor is thought to be one of great immensity, one which reflects a sincerity of effort and an earnestness that is seldom surpassed in any professional field. In presenting the supervisor's daily work it must be emphasized that this is reportedly what is being done.
For the most part, things that supervisors are now doing are apt to be
the things expected of new appointees. Because of the wide variation
among local school situations a prescribed program for county supervisors
has not been attempted. However, some basic activities common to the
supervisors will be presented in the following pages. The list that
follows represents a conscientious attempt to bring together a typical
cross section of the responsibilities found in the work schedules of
county supervisors throughout Iowa.

Question 1 in Part II of the questionnaire was to be answered by
individual opinion. This question asked the supervisors to list, in
order of importance, their five most important responsibilities as a
county supervisor. The results as stated on the questionnaires pertain
to different areas but basically were aims directed toward the improve-
ment of the teaching-learning situation. Because of the difficulty in
arranging the items under topic heads due to the overlapping aspects in
each, the suggested responsibilities have been listed in Table Χ, and
opposite each responsibility is a rating of importance from the first
through fifth as designated by supervisors.

This table includes classroom visitations, demonstrations, work
on curriculum committees, and in-service education. Beyond these
activities there exists a wide range of supervisory endeavor which may
prove helpful to the prospective county supervisor or perhaps to persons
interested in planning a supervisory program.
### TABLE X

**MOST IMPORTANT RESPONSIBILITIES OF A COUNTY SUPERVISOR**  
IN PERFORMING DUTIES AS RELATED BY COUNTY SUPERVISORS IN IOWA, 1955-1956

<table>
<thead>
<tr>
<th>Responsibilities</th>
<th>Number of supervisors reporting</th>
<th>Order of importance according to frequency of occurrence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve the curriculum</td>
<td>15</td>
<td>10 2 2 6 4 1</td>
</tr>
<tr>
<td>Resource person</td>
<td>14</td>
<td>10 2 2 5 3</td>
</tr>
<tr>
<td>Develop a testing program</td>
<td>14</td>
<td>10 1 2 6 2 3</td>
</tr>
<tr>
<td>Consultant</td>
<td>13</td>
<td>10 2 3 4 1 3</td>
</tr>
<tr>
<td>Plan and administer teachers' meetings and workshops</td>
<td>11</td>
<td>10 1 4 3 2 1</td>
</tr>
<tr>
<td>Improve teaching techniques and instruction</td>
<td>11</td>
<td>10 4 4 1 2 -</td>
</tr>
<tr>
<td>In-service education</td>
<td>10</td>
<td>10 3 2 2 2 1</td>
</tr>
<tr>
<td>Classroom visitation</td>
<td>10</td>
<td>10 5 3 - 1 1</td>
</tr>
<tr>
<td>Diagnosis of reading and behavior problems</td>
<td>8</td>
<td>10 2 2 - - 1 1</td>
</tr>
<tr>
<td>Public relations work</td>
<td>8</td>
<td>10 - - - 4 4</td>
</tr>
<tr>
<td>Work to provide better education for children</td>
<td>7</td>
<td>10 4 1 - - 1 1</td>
</tr>
<tr>
<td>Plan year's work with county superintendent</td>
<td>6</td>
<td>10 3 1 - - 2</td>
</tr>
<tr>
<td>Help meet individual needs</td>
<td>5</td>
<td>10 1 1 1 - - 2</td>
</tr>
<tr>
<td>Work with parent groups</td>
<td>4</td>
<td>10 - - - 1 3</td>
</tr>
<tr>
<td>Promoting spelling contests, Junior Red Cross, State Fair, collect dues, etc.</td>
<td>3</td>
<td>10 - - - - 3</td>
</tr>
<tr>
<td>Provide assistance for mentally retarded</td>
<td>2</td>
<td>10 1 1 - - -</td>
</tr>
<tr>
<td>Responsibilities</td>
<td>Number of supervisors reporting</td>
<td>Order of importance according to frequency of occurrence</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>---------------------------------</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>Coordinator</td>
<td>2</td>
<td>I  II  III  IV  V</td>
</tr>
<tr>
<td>Check out books, films, etc.</td>
<td>2</td>
<td>I</td>
</tr>
<tr>
<td>Challenge the gifted</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>Work with teachers on any problem</td>
<td>2</td>
<td>I</td>
</tr>
<tr>
<td>Demonstration teaching</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>Checking teachers' reports and cumulative records</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>Check pupil progress</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Develop unified philosophy of education for teachers</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Improve socio-physical environment</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Work with pupils</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Work in town schools</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Special education</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Guidance work</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Plan field trips</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Prepare bulletins</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Develop good teacher-supervisor rapport</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Assist in textbook selection</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Available for any service supervisor capable of</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
Because of the writer's especial interest in the type of schools served by the county supervisors, a question was included in the questionnaire requesting a check be made for the type of schools they serve. Table XI illustrates the results of the survey.

<table>
<thead>
<tr>
<th>Types of schools served</th>
<th>Number of supervisors</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural schools only</td>
<td>4</td>
<td>12.1</td>
</tr>
<tr>
<td>Town schools only</td>
<td>4</td>
<td>12.1</td>
</tr>
<tr>
<td>Both town and rural</td>
<td>25</td>
<td>75.8</td>
</tr>
</tbody>
</table>

About three-fourths, 75.8 per cent, of the supervisors reported rendering services to both rural and town schools. The number serving rural schools only was equal to those serving only town schools, each having 12.1 per cent of the total. This indicates a trend in the state of Iowa toward employment of supervisors to assist in improving the teaching-learning situation for both rural and town schools within a county.

V. PROBLEM AREAS OF COUNTY SUPERVISION

In studying the results of the questionnaire there seemed to be very little agreement among supervisors as to which problems they encountered most often and as to the type of problems; but, at the same time, it may well be agreed they have problems such as may be seen in
the following tables.

<table>
<thead>
<tr>
<th>Curriculum problems</th>
<th>Number of supervisors</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of teacher training</td>
<td>8</td>
<td>24.2</td>
</tr>
<tr>
<td>Promoting better use of the course of study</td>
<td>3</td>
<td>9.1</td>
</tr>
<tr>
<td>Providing for individual differences</td>
<td>3</td>
<td>9.1</td>
</tr>
<tr>
<td>Lack of time in teacher's schedule</td>
<td>3</td>
<td>9.1</td>
</tr>
<tr>
<td>Supervisor's visits too infrequent</td>
<td>3</td>
<td>9.1</td>
</tr>
<tr>
<td>Problems in the social studies area</td>
<td>2</td>
<td>6.1</td>
</tr>
<tr>
<td>Getting teachers to use new materials</td>
<td>2</td>
<td>6.1</td>
</tr>
<tr>
<td>Aversion of teachers to new ideas</td>
<td>2</td>
<td>6.1</td>
</tr>
<tr>
<td>Lack of teacher-pupil planning and teacher organizing</td>
<td>2</td>
<td>6.1</td>
</tr>
<tr>
<td>Present textbooks</td>
<td>2</td>
<td>6.1</td>
</tr>
<tr>
<td>Page by page assignments</td>
<td>1</td>
<td>3.0</td>
</tr>
<tr>
<td>Problems in reading</td>
<td>1</td>
<td>3.0</td>
</tr>
<tr>
<td>Supervisor's lack of time</td>
<td>1</td>
<td>3.0</td>
</tr>
<tr>
<td>Getting students to study and attack problems by available tools</td>
<td>1</td>
<td>3.0</td>
</tr>
<tr>
<td>Improve reports to parents</td>
<td>1</td>
<td>3.0</td>
</tr>
<tr>
<td>Establishing teacher agreement as to materials to use and placement</td>
<td>1</td>
<td>3.0</td>
</tr>
<tr>
<td>Developing the idea the child is more important than the subject</td>
<td>1</td>
<td>3.0</td>
</tr>
<tr>
<td>Introducing unit or problem method</td>
<td>1</td>
<td>3.0</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Curriculum problems</th>
<th>Number of supervisors</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keeping up with new materials in elementary education</td>
<td>1</td>
<td>3.0</td>
</tr>
<tr>
<td>Helping teachers improve in areas they do not recognize needs</td>
<td>1</td>
<td>3.0</td>
</tr>
<tr>
<td>Checking readiness</td>
<td>1</td>
<td>3.0</td>
</tr>
<tr>
<td>Lack of teacher confidence</td>
<td>1</td>
<td>3.0</td>
</tr>
<tr>
<td>Length of time since training</td>
<td>1</td>
<td>3.0</td>
</tr>
<tr>
<td>Securing new and up-to-date materials</td>
<td>1</td>
<td>3.0</td>
</tr>
<tr>
<td>Getting teachers to give time to work on curriculum</td>
<td>1</td>
<td>3.0</td>
</tr>
<tr>
<td>Too much work in primary grades</td>
<td>1</td>
<td>3.0</td>
</tr>
<tr>
<td>Lack of coordination</td>
<td>1</td>
<td>3.0</td>
</tr>
<tr>
<td>Large classes</td>
<td>1</td>
<td>3.0</td>
</tr>
<tr>
<td>Too many grades—one teacher</td>
<td>1</td>
<td>3.0</td>
</tr>
<tr>
<td>Rapid teacher turnover</td>
<td>1</td>
<td>3.0</td>
</tr>
<tr>
<td>Meeting time</td>
<td>1</td>
<td>3.0</td>
</tr>
<tr>
<td>Lack of administrative cooperation</td>
<td>1</td>
<td>3.0</td>
</tr>
<tr>
<td>Supervisor's lack of time</td>
<td>1</td>
<td>3.0</td>
</tr>
<tr>
<td>Lack of in-service meetings</td>
<td>1</td>
<td>3.0</td>
</tr>
<tr>
<td>Lack of teacher-supervisor conferences</td>
<td>1</td>
<td>3.0</td>
</tr>
<tr>
<td>Showing administrators need for improvement</td>
<td>1</td>
<td>3.0</td>
</tr>
<tr>
<td>Overcoming inertia</td>
<td>1</td>
<td>3.0</td>
</tr>
</tbody>
</table>
Table XII relates problems involved in improving the curriculum as reported on the questionnaire. The most outstanding problem in curriculum improvement is the lack of professional training among teachers. There also seems to be concern over the problem of individual differences. Both of these problems appear to be of general concern among many other educators as well as with these supervisors at the present time. The problems in this area seem to be many and varied; however, it was reported on the questionnaire by three supervisors that they had no problems involving curriculum improvement. In view of the facts presented, this appears to be an area in which there are many problems and where much improvement is needed.

It has been stated that the school is a service agency in the community. If this is true, most educators should realize the importance of good public relations. With this in mind, the question "What public relations problems do you most often encounter?" was asked in question 3, Part II of the questionnaire. From this source it is possible to consider some of the public relations problems presented in direct quotes which might prove helpful in understanding and improving these relations. The quotes follow:

Lack of understanding of good primary programs, especially for five-year-olds. Feeling about the need of more actual practice in reading.

Lack of understanding between teachers and parents concerning school procedures and curriculum changes.

Parent-teacher problems. Both sides need to be helped on 'human values.'

All public relations work, releases, etc. channeled through county administrator, very conservative.
Getting correct information to parents about things we are doing in our schools throughout the county.

In working with boards I was not free to express my opinion on anything. I must express the views of the Superintendent as mine whether I agree or not.

None, unless informing general public of services available might be considered as a problem.

Many people feel that reading has been taught successfully in the primary grade, so why take it out.

Lack of knowledge on the part of public about their schools.

Personality problems between teachers themselves or/and administrators and teachers—also lack of confidence in speaking with parents.

Parent-teacher relationship, pupil conduct, cooperative planning.

Talking with parents in regard to their own child's school problems.

Defending teachers who aren't doing too well within their classrooms.

Parents who do not understand the school problems and selling curriculum improvement programs to boards of education.

We meet with much lack of understanding on the part of parents concerning five-year-olds in rural schools. The rural school has much to do and lacks equipment for these beginners.

I often enlist the aid of P.T.A. and Women's Club groups, and also welfare people in some instances.

Inability of public to appreciate the work of teacher, supervisor, and administrator.

Interpreting the school to parents and people of community.

Interpreting to parents when an individual child varies in his needs from the average of the group.

From the thirty-three supervisors surveyed, two stated they had no public relations problems and two others reported very few encountered.
They felt this situation was due to the excellent rapport which had been established before securing the services of a county supervisor.

By keeping in mind these rather general data regarding public relations problems encountered by county supervisors in Iowa, the supervisor of tomorrow may be able to avoid some of the pitfalls of his predecessor.

The trend toward in-service education as a stimulant to learning is in many ways bringing teachers out of their classrooms in an effort to secure group help. In-service education has as its goal the professional growth of the teacher; but as a concept it includes the plan, the program, or the effort of the local schools to gain that end. In theory in-service implies that everybody on the staff, whether teacher, administrator, or supervisor, needs to grow on the job. A further aspect of in-service education is that teachers help themselves to grow in service. While this idea is highly flattering to a person in the classroom, it may bring problems to the county supervisor as may well be seen in Table XIII.

The findings show that 42.4 per cent of the supervisors surveyed experienced a need for more released time on the part of the teachers in which to carry on their in-service education. This allows the assumption that approximately three-sevenths of the supervisors could advance more productive in-service programs if administrators could see fit to release teachers for group meetings.

The illustration of data in Table XIII further depicts the supervisor as having many and varied problems which would undoubtedly affect
### TABLE XIII

**IN-SERVICE EDUCATION PROBLEMS ENCOUNTERED BY COUNTY SUPERVISORS, 1955-1956**

<table>
<thead>
<tr>
<th>In-service problems</th>
<th>Number of supervisors</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of released time for in-service meetings</td>
<td>14</td>
<td>42.4</td>
</tr>
<tr>
<td>Teachers too busy (family problems)</td>
<td>6</td>
<td>18.1</td>
</tr>
<tr>
<td>Distance too great to bring teachers together</td>
<td>4</td>
<td>12.1</td>
</tr>
<tr>
<td>Difficulty in planning a topic of interest to the majority of teachers</td>
<td>4</td>
<td>12.1</td>
</tr>
<tr>
<td>Teachers too busy going to college classes (certificates)</td>
<td>3</td>
<td>9.1</td>
</tr>
<tr>
<td>Supervisor's time limited in being able to visit teachers</td>
<td>3</td>
<td>9.1</td>
</tr>
<tr>
<td>Difficulty in convincing teachers of its value</td>
<td>3</td>
<td>9.1</td>
</tr>
<tr>
<td>The problem of securing teacher's release time because of bus children</td>
<td>2</td>
<td>6.2</td>
</tr>
<tr>
<td>Such a large number of teachers</td>
<td>1</td>
<td>3.0</td>
</tr>
<tr>
<td>Lack of teacher training</td>
<td>1</td>
<td>3.0</td>
</tr>
<tr>
<td>Lack of county-wide plan</td>
<td>1</td>
<td>3.0</td>
</tr>
<tr>
<td>Problem of planning courses for certificate renewal which will also aid in classroom</td>
<td>1</td>
<td>3.0</td>
</tr>
<tr>
<td>Difficulty in securing a professional consultant</td>
<td>1</td>
<td>3.0</td>
</tr>
<tr>
<td>Difficulty of securing a consultant who understands rural problems</td>
<td>1</td>
<td>3.0</td>
</tr>
<tr>
<td>Rapid changes in faculty</td>
<td>1</td>
<td>3.0</td>
</tr>
</tbody>
</table>
the organization of in-service educational programs.

VI. ADMINISTRATIVE DUTIES AND THEIR EFFECTS ON COUNTY SUPERVISION

Administration and supervision are generally considered to be closely related, for many supervisory activities are performed by persons whose primary function is that of administrator and many administrative duties are performed by persons designated as supervisors. It is difficult to decide whether certain activities should be classified as administrative or supervisory. For that reason question 5, Part II was included in the questionnaire. Table XIV indicates the administrative duties reportedly executed by supervisors.

The largest number, fourteen, of the supervisors signified they performed no administrative duties, two stated the superintendent and supervisor worked together on administrative duties, and five gave no answer to this question. A total of eleven, or less than one-third, remain who believe they must perform administrative duties. This indicates that the greatest per cent of the supervisors have very little concern with administrative duties. It also indicates very little agreement among the supervisors as to the administrative duties which each must perform.

This writer had a special interest in this particular problem of supervision, so pursued this problem further in question 5B, Part II of the questionnaire. Table XV gives an indication of how these administrative duties affected the supervisory duties.
<table>
<thead>
<tr>
<th>Administrative duties</th>
<th>Number of supervisors</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan and organize in-service programs</td>
<td>2</td>
<td>6.1</td>
</tr>
<tr>
<td>All typing and stencil cutting</td>
<td>3</td>
<td>9.1</td>
</tr>
<tr>
<td>Must re-check tests</td>
<td>2</td>
<td>6.1</td>
</tr>
<tr>
<td>Organize and promote testing program</td>
<td>1</td>
<td>3.0</td>
</tr>
<tr>
<td>Check hot lunch program</td>
<td>1</td>
<td>3.0</td>
</tr>
<tr>
<td>Textbook selection and recommendation</td>
<td>1</td>
<td>3.0</td>
</tr>
<tr>
<td>Inform teachers who have not sent in reports</td>
<td>1</td>
<td>3.0</td>
</tr>
<tr>
<td>Collect dues</td>
<td>1</td>
<td>3.0</td>
</tr>
<tr>
<td>Check record keeping in some town schools</td>
<td>1</td>
<td>3.0</td>
</tr>
<tr>
<td>Stuffing envelopes and packets</td>
<td>1</td>
<td>3.0</td>
</tr>
<tr>
<td>Meet with boards of education</td>
<td>1</td>
<td>3.0</td>
</tr>
<tr>
<td>Make recommendations regarding teacher selection</td>
<td>1</td>
<td>3.0</td>
</tr>
<tr>
<td>Superintendent and supervisor work together</td>
<td>2</td>
<td>6.1</td>
</tr>
<tr>
<td>No administrative duties</td>
<td>14</td>
<td>42.4</td>
</tr>
<tr>
<td>No response</td>
<td>5</td>
<td>15.2</td>
</tr>
</tbody>
</table>
TABLE XV
HOW ADMINISTRATIVE DUTIES AFFECT
SUPERVISORY CAPACITY, 1955-1956

<table>
<thead>
<tr>
<th>Replies</th>
<th>Number of supervisors</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquaint both administrator and supervisor with both duties and problems</td>
<td>1</td>
<td>3.0</td>
</tr>
<tr>
<td>Since duties are so closely related, she believes they should be a part of supervisor’s work</td>
<td>1</td>
<td>3.0</td>
</tr>
<tr>
<td>Do not believe these duties affect supervisor’s responsibilities</td>
<td>1</td>
<td>3.0</td>
</tr>
<tr>
<td>They help in the &quot;follow through&quot; and in over-all picture</td>
<td>1</td>
<td>3.0</td>
</tr>
<tr>
<td>Help supervisor see the need for activities</td>
<td>1</td>
<td>3.0</td>
</tr>
<tr>
<td>Teacher selection tends to make teachers fearful of supervisor</td>
<td>1</td>
<td>3.0</td>
</tr>
<tr>
<td>Takes time supervisor could use in other ways</td>
<td>3</td>
<td>9.1</td>
</tr>
<tr>
<td>Interferes with supervisory work</td>
<td>4</td>
<td>12.2</td>
</tr>
<tr>
<td>No response</td>
<td>20</td>
<td>60.7</td>
</tr>
</tbody>
</table>

About three-fifths, 60.7 per cent, did not report on this item. Of those reporting, the first five items, or 15 per cent of the replies, were of a positive nature concerning the supervisor's acceptance of administrative duties. The following three items representing 24.3 per
percent of the supervisors were of the impression that doing administrative duties lessened their supervisory capacity. This would indicate that the supervisor should be freed of administrative duties so as to be more effective in his or her position.

The problem was taken one step further in question 50, Part II of the questionnaire. The results may be seen in Table XVI.

**TABLE XVI**

<table>
<thead>
<tr>
<th>Would it help to have someone else carry out administrative duties?</th>
<th>Number of supervisors</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes ..................................................................................</td>
<td>5</td>
<td>15.2</td>
</tr>
<tr>
<td>No ..................................................................................</td>
<td>4</td>
<td>12.2</td>
</tr>
<tr>
<td>Undecided .........................................................................</td>
<td>1</td>
<td>3.0</td>
</tr>
<tr>
<td>Probably not ......................................................................</td>
<td>1</td>
<td>3.0</td>
</tr>
<tr>
<td>Have assistant at present ...............................................</td>
<td>1</td>
<td>3.0</td>
</tr>
<tr>
<td>No response ......................................................................</td>
<td>21</td>
<td>63.6</td>
</tr>
</tbody>
</table>

In response to the last part of this question, an office assistant was listed as a person most desired by the supervisor to assist in discharging administrative duties. Further suggestion was made in the case of supervisors serving in town schools that the principal or superintendent could give assistance in carrying out these administrative duties, thereby releasing the supervisor to more effective work in a supervisory capacity.
From the foregoing data it is possible to come to certain conclusions and to make reasonable inferences. In general, it would seem that the responsibilities and problems of county supervisors in Iowa are quite clear and well defined in many areas while in others there is still much to be desired.

It is noteworthy that nearly all of the supervisors reporting seem to be aware of their problems and appear to be working toward improvement of the less desirable aspects of their supervisory programs.

From the preceding chapter it can be concluded that the county elementary supervisors in Iowa in most cases of Iowa are responsible for elementary supervision in their areas. The majority of these persons have educational qualifications which are very commendable.

In addition to the observations concerning supervisory practices made in the previous chapter, the following general conclusions may be considered in connection with supervising elementary schools and problems of county supervisory or instructional leadership.

1. Within the limitations which the above comments impose, there is considerable similarity of function between the supervisory programs recommended by modern authors and the county supervisory programs in actual practice in Iowa.

2. Teachers and administrators desire help from the county elementary supervisor.

3. Supervisors recognize the great gap which exists between assistance given through the schools and assistance they can be given through the county office.

4. The status of the county supervisor in Iowa is such as to be
CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

The importance of supervisory activities in the public schools has been recognized by many educators. They have also recognized that good supervision might be encouraged through cooperative administrative efforts, active teacher participation, and a general acceptance of the desirability of county supervision.

From the preceding chapter it can be concluded that the county elementary supervisors in thirty-four counties of Iowa are responsible for elementary supervision in those areas. The majority of these persons have educational qualifications which are very commendable.

In addition to the observations concerning supervisory practices made in the previous chapters, the following general conclusions may be considered in summarizing and appraising the responsibilities and problems of county supervisors in Iowa.

1. Within the limitations which the human element presents, there is considerable similarity of function between the supervisory programs recommended by modern authors and the county supervisory programs in actual practice in Iowa.

2. Teachers and administrators desire help from the county elementary supervisor.

3. Supervisors recognize the need for more help than can be given through in-service education.

4. The status of the county supervisor in Iowa is such as to be
attractive to qualified persons interested in this field.

5. Response from supervisors seems to indicate an intense awareness of problems and a desire to improve supervision in their counties.

6. The great majority of supervisors included in this survey are too heavily burdened by the vastness of responsibilities and problems to perform at optimum effectiveness their function as supervisors of instruction.

7. Sufficient time is not made available to principals and teachers for purposes of planning and carrying out an adequate supervisory program.

8. Supervisors through democratic procedures are concerning themselves with the total teaching-learning situation rather than focusing attention directly on the teacher.

9. A need exists for continued research and study of the responsibilities and problems of county elementary supervisors in Iowa in an increasing effort to find possible solutions to the problems.

With the results of the survey in view, it can be recommended that administrators develop a democratic philosophy which includes improvement of instruction through county supervision.

Since the majority of supervisors, 75.8 per cent, serve both rural and town schools, teachers in both situations receive the same kind of supervisory assistance. Through group meetings and workshops, rural and town teachers were able to meet and discuss problems common to both. These meetings which were made possible through the county
program of supervision tend to establish unity between the rural and town schools. It is recommended to extend this effort.

Comments made by several of the supervisors indicated that there was more unity among school administrators after the supervisory program was initiated because they were afforded an opportunity to share their problems with one another and to do planning together.

Supervisors seemed concerned about parents' attitudes regarding the kindergarten program. Perhaps pre-school conferences could be organized in which parents and teachers could meet and discuss the five-year-old's program of health and education.

It is recommended that immediate needs of the teachers continue to be studied. In relation to those needs, a plan for guidance with emphasis on child development should be initiated.

As 27.2 per cent of the supervisors felt they had difficulty in curriculum improvement and in-service training because of the lack of teachers' training, it is recommended that the work in curriculum improvement be taken slowly and that teachers be encouraged to continue taking courses through extension divisions of the various colleges offering summer school and community college classes. The supervisors should bring in specialists in elementary education from colleges and universities as often as possible as resource people in confronting local problems.

A number of supervisors voiced concern over the inability of the schools and community to communicate. Schools in the county should be encouraged to become better acquainted with their own communities. It
is recommended that the teachers, students, and supervisors study ways
in which they can learn to make better use of the community's resources
and, in that way, improve public relations.

Educators who are interested in improving the teaching-learning
and supervisory situation should make a continuous effort to grow pro-
essionally and be aware of all possibilities toward improvement.

These conclusions are necessarily subjective to some extent, and
are based upon an interpretation of the results of a limited questionnaire
together with a limited amount of research into current writings. How-
ever, it appears that progress in the improvement of supervision in
the counties of Iowa depends, in a large part, upon willingness of the
school communities to make available the time for study and planning
toward improvement of the supervisory programs.

It was not intended that an evaluation of the county supervisory
program be made at this time. Attitudes toward the work seemed favor-
able throughout the state, but it is difficult to measure results when
a program is so wide in scope and involves so many personalities.

Progress in education is usually slow. Years of devoted effort
on the part of everyone interested in elementary education will be
required to learn how to adapt instruction most effectively to the
interests, capabilities, and needs of the individual. With the passing
of time there will, no doubt, be progress in the area of county super-
vision and the techniques used therein.


Department of Rural Education. The Rural Supervisor's Yearbook. Washington, D.C.: National Education Association, 1925


BIBLIOGRAPHY

A. BOOKS


B. PERIODICALS


APPENDIX A

LETTER AND QUESTIONNAIRE TOWARD STUDY

Indianna, Iowa
November 1, 1968

Dear Miss Sherriff:

I am making a study of the characteristics and problems facing county supervisors in Iowa. I am currently working toward a Master's degree at Drake University. In order to do this, it is necessary for me to seek your assistance.

Would you be willing to fill out the attached questionnaire and return it to me in the self-addressed, stamped envelope at your earliest convenience?

You can be assured that all answers will be held in strictest confidence and interpretation of data will carry no name or agency identification.

Thank you for your kind cooperation.

Very truly yours,

[Name] County Supervisor

Miss Edna Sherriff
County Elementary Supervisor
Indianna, Iowa
APPENDIX A

LETTER AND QUESTIONNAIRE USED IN STUDY

1. To what professional organizations do you belong? (Use initials if you wish)

2. How long have you been employed in your present position?

3. Do you supervise districts with rural schools only, town schools only, or both rural and town schools? (Please check)

Miss Edna Sherrill
County Elementary Supervisor
Indianola, Iowa

5. Have you had any specific work in supervision?

Dear Miss Sherrill:

I am making a study of the responsibilities and problems facing county supervisors in Iowa as part of my work toward a Master's degree at Drake University. In order to do this, it is necessary for me to seek your assistance.

6. Would you be willing to fill out the enclosed questionnaire and return to me in the self-addressed, stamped envelope at your earliest convenience?

7. You can be assured that all answers will be held in strictest confidence and interpretation of data will carry no names or county identification.

10. What are some of your most outstanding reasons for entering county supervision? (Please check)

Thank you for your kind cooperation.

Very truly yours,

(Mrs.) Freda Caviness
PART I

Status of the County Supervisor

1. What, listing in order of importance, are your responsibilities as county supervisor?

1. To what professional organizations do you belong? (Use initials if you wish)

2. How long have you been employed in your present position?

3. Do your supervisory duties entail working with: rural schools only, town schools only, or both rural and town schools? (Please check)

4. What is your academic background? (Please check) Bachelor's degree or Master's degree

5. Have you had any specific work in supervision?

6. Have you had any specific work in administration?

7. If you desire, please check the salary range which describes your salary. 3500-4000, 4000-4500, 4500-5000, over 5000

8. What is the length of your contract year?

9. A. Do you receive travel expenses in addition to your salary?
   B. At what rate are you reimbursed for travel expenses?

10. What are some of your most outstanding reasons for entering county supervision?

11. A. Do you plan to continue in the field of county supervision?
   B. If not, please give some reasons for your dissatisfaction.
The Responsibilities and Problems of County Supervisors

1. What, listing in order of importance, are your responsibilities as a county supervisor? (Please limit to five)

2. What problems involved in improving the curriculum do you find most difficult?

3. What Public Relations problems do you most often encounter?

4. What do you find to be the chief problems in carrying on In-Service Programs with your teachers?

5. A. What administrative duties must you perform? (Please limit to 5 of the most important)

B. How do these duties affect your supervisory responsibilities?

C. In terms of improving your effectiveness in supervisory capacity, would it help to have someone else carry out these administrative duties?

Mr. or If so, who?

Any other statement you may wish to give regarding either your responsibilities or problems as a county supervisor will be highly appreciated.
## APPENDIX B

### COUNTY ELEMENTARY SUPERVISORS IN IOWA, 1955-56

<table>
<thead>
<tr>
<th>Name</th>
<th>County</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mrs. Marjorie Goede</td>
<td>Allamakee</td>
<td>Waukon</td>
</tr>
<tr>
<td>2. Miss Helen Teter</td>
<td>Audubon</td>
<td>Audubon</td>
</tr>
<tr>
<td>3. Mr. Perry Grier</td>
<td>Black Hawk</td>
<td>Waterloo</td>
</tr>
<tr>
<td>4. Miss Wilma Johnson</td>
<td>Boone</td>
<td>Boone</td>
</tr>
<tr>
<td>5. Mr. S. Raymond Beck</td>
<td>Calhoun</td>
<td>Rockwell City</td>
</tr>
<tr>
<td>6. Miss Mildred Middleton</td>
<td>Carroll</td>
<td>Carroll</td>
</tr>
<tr>
<td>7. Mrs. Beulah Simons</td>
<td>Cerro Gordo</td>
<td>Mason City</td>
</tr>
<tr>
<td>8. Miss Elsie Miles</td>
<td>Clay</td>
<td>Spencer</td>
</tr>
<tr>
<td>9. Mrs. Christina Schrum</td>
<td>Clinton</td>
<td>Clinton</td>
</tr>
<tr>
<td>10. Mrs. Marjorie Swain</td>
<td>Crawford</td>
<td>Denison</td>
</tr>
<tr>
<td>11. Miss Mildred Airy</td>
<td>Davis</td>
<td>Bloomfield</td>
</tr>
<tr>
<td>12. Mrs. Louise S. Pierson</td>
<td>Des Moines</td>
<td>Burlington</td>
</tr>
<tr>
<td>13. Miss Catherine Klaus</td>
<td>Fayette</td>
<td>West Union</td>
</tr>
<tr>
<td>14. Miss Ethel Mae Krueger</td>
<td>Floyd</td>
<td>Charles City</td>
</tr>
<tr>
<td>15. Mr. John Bressler</td>
<td>Grundy</td>
<td>Grundy Center</td>
</tr>
<tr>
<td>16. Miss Fay M. Layne</td>
<td>Hamilton</td>
<td>Webster City</td>
</tr>
<tr>
<td>17. Miss Flora Rendleman</td>
<td>Humboldt</td>
<td>Webster City</td>
</tr>
<tr>
<td>18. Miss Charity Brom</td>
<td>Jasper</td>
<td>Newton</td>
</tr>
<tr>
<td>19. Mrs. Grace Ferns</td>
<td>Johnson</td>
<td>Iowa City</td>
</tr>
<tr>
<td>20. Miss Esther Farrow</td>
<td>Keokuk</td>
<td>Sigourney</td>
</tr>
<tr>
<td>21. Mrs. Fidelia Killsholm</td>
<td>Kossuth</td>
<td>Algona</td>
</tr>
<tr>
<td>22. Mrs. Margaret S. Bernstorf</td>
<td>Linn</td>
<td>Cedar Rapids</td>
</tr>
<tr>
<td>23. Mr. Cecil Ross</td>
<td>Mahaska</td>
<td>Oskaloosa</td>
</tr>
<tr>
<td>24. Miss Dora McHenry</td>
<td>Monona</td>
<td>Onawa</td>
</tr>
<tr>
<td>25. Miss Betty Southern</td>
<td>O'Brien</td>
<td>Primghar</td>
</tr>
<tr>
<td>26. Miss Emily Reuwsaet</td>
<td>Plymouth</td>
<td>LeMars</td>
</tr>
<tr>
<td>27. Mrs. Blanche Taylor</td>
<td>Pocahontas</td>
<td>Des Moines</td>
</tr>
<tr>
<td>28. Mr. John Montgomery</td>
<td>Polk</td>
<td>Council Bluffs</td>
</tr>
<tr>
<td>29. Miss Hortense Crawford</td>
<td>Pottawattamie</td>
<td>Davenport</td>
</tr>
<tr>
<td>30. Mr. Joseph Cassidy</td>
<td>Scott</td>
<td>Indiana</td>
</tr>
<tr>
<td>31. Miss Edna Sherriff</td>
<td>Warren</td>
<td>Washington</td>
</tr>
<tr>
<td>32. Miss Dorothy Patch</td>
<td>Washington</td>
<td>Fort Dodge</td>
</tr>
<tr>
<td>33. Mrs. Winifred Barquist</td>
<td>Webster</td>
<td>Decorah</td>
</tr>
<tr>
<td>34. Miss Jarla M. Clauson</td>
<td>Winneshiek</td>
<td>Sioux City</td>
</tr>
<tr>
<td>35. Miss Anna Marie Bruber</td>
<td>Woodbury</td>
<td></td>
</tr>
</tbody>
</table>

Miss Gladys Horgen, Elementary Supervisor  
State Department of Public Instruction  

Mr. Arthur Carpenter  
Assistant Superintendent-Instruction  
State Department of Public Instruction  

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1Department of Public Instruction. Des Moines: State of Iowa.
# APPENDIX C

YEARY INCREASE OF ADDITIONAL SUPERVISORS EMPLOYED IN IOWA

<table>
<thead>
<tr>
<th>Philosophy</th>
<th>Number of Supervisors Employed</th>
<th>Percentage of Increase or Decrease</th>
</tr>
</thead>
<tbody>
<tr>
<td>1955-56</td>
<td>35</td>
<td>16.7% increase</td>
</tr>
<tr>
<td>1954-55</td>
<td>30</td>
<td>7.1% increase</td>
</tr>
<tr>
<td>1953-54</td>
<td>28</td>
<td>6.7% decrease</td>
</tr>
<tr>
<td>1952-53</td>
<td>30</td>
<td>25.0% increase</td>
</tr>
<tr>
<td>1951-52</td>
<td>24</td>
<td>4.0% decrease</td>
</tr>
<tr>
<td>1950-51</td>
<td>25</td>
<td>92.3% increase</td>
</tr>
<tr>
<td>1949-50</td>
<td>13</td>
<td>116.7% increase</td>
</tr>
<tr>
<td>1948-49</td>
<td>6</td>
<td>20.0% increase</td>
</tr>
<tr>
<td>1947-48</td>
<td>5</td>
<td>0.0% increase</td>
</tr>
</tbody>
</table>

1 Department of Public Instruction. Des Moines: State of Iowa.
APPENDIX D

I. THE IMPROVEMENT OF INTENSIVE POST-INSERVICE TRAINING
focused on the Polk County Board of Education

II. THE SELECTION OF MATERIALS for teachers, including textbooks, supervisory aids.

III. THE PROVIDENCE Department of Elementary Education
Objectives 1955-56

Philosophy

It seems well that early in the year everyone should have a clear understanding of the philosophy of supervision which is the basis for our work in the schools. It is hoped that a glance at the objectives for the year will reveal services which enable the teachers of the county to work more effectively.

Good supervision must be goal-centered; and the goal must be one which includes all of the factors conditioning the growth and achievement of pupils. A look at the long range objectives will indicate the broad scope of such work.

The department of Elementary Education of the Polk County Board of Education purposes to work with the County Superintendent and other departments in making practical application of a philosophy to further the cause of American Democracy and develop the individual citizen through the media of the public schools.

In achieving this goal good supervision is governed by such principles as the following:

1. It is based upon sound educational theory and practice growing out of the judicial blending of science, philosophy, and experience.
2. It is democratic in that teachers are asked to take an active part in the development of the program.
3. It is creative in the discovery, validation, and application of educational facts.
4. It proceeds by means of an orderly, cooperatively planned and executed series of activities.
5. It is known by the results it secures.
6. It is guided by professional goals and standards.
Long Range Objectives

I. THE IMPROVEMENT OF INSTRUCTION through in-service training focused on the development of factors resident in the teachers themselves such as personal qualities, knowledge of subject matter, and skill in teaching.

II. THE SELECTION OF MATERIALS for instruction including textbooks, supplies, equipment, and audio-visual aids.

III. THE PROVISION FOR INDIVIDUAL NEEDS of pupils based on factors resident in the pupils themselves such as interests, capacities, past achievements, and problems.

IV. THE DEVELOPMENT OF THE CURRICULUM in view of its social utility, interest value, and difficulty value with particular attention to:
   A. Development of basic skills.
   B. Enrichment of subject matter areas.
   C. Strengthening of special areas.
   D. Promotion of citizenship education.

V. THE IMPROVEMENT OF THE SOCIO-PHYSICAL ENVIRONMENT for learning with special emphasis on heating, lighting, seating, school organization, recreational facilities, and home conditions.

Immediate Objectives

I. Improvement of Instruction:
   a. by maintaining (1) effective construction of daily and/or weekly programs
   (2) clear cut goals of instruction
   (3) use of audio-visual and library resources.
   b. by initiating (1) development of new projects agreed upon cooperatively
   (2) utilization of specific teaching skills.

II. Selection of Instruction Materials:
   a. by maintaining (1) expansion of audio-visual and library departments
   (2) utilization of materials available
   (3) search for new materials to be used in special rooms.
   b. by initiating (1) the collection of units of materials in subject matter areas
   (2) the selection of new texts where needed
   (3) the collection of lists of games, mental puzzles, standards for estimates for each grade
   (4) the gathering and use of number devices and concrete materials.
III. Provision for Individual Needs:
   by maintaining (1) a program for finding the needs of individuals
   (2) remedial education for educationally retarded children
   (3) accurate records of individual progress
   through cooperation with the Special Education Department
      (a) special education for mentally retarded children
      (b) effort in getting the social deviate to conform
      (c) a program for the gifted.

IV. Curriculum Development:
   by maintaining emphasis on reading, arithmetic, unit work, and citizenship education.
   by initiating (1) study of all other areas to determine the two or three in greatest need of revitalization this year
   (2) a program for the development of human values in coordination with citizenship education.

How to Achieve Objectives

I. By the visitation of the supervisor in each classroom at least four times during the year.

II. By conference with the teacher following visitation or by written summary. Sometimes Superintendents, parents, and boards will be in conferences.

III. By demonstration of specific teaching skills when necessary.

IV. By issuing special bulletins and materials.

V. By developing teacher study committees to determine needs, procedures for meeting those needs, and results when action has been taken.

VI. By planning a series of workshops and meetings for cooperative study, discussion, and planning.

VII. By arranging for teachers to visit other rooms with the supervisor whenever possible.

VIII. By continuing the use of the bookmobile and audio-visual services.
IX. By continuous research into the needs and interests of children.

X. By carrying on a testing program to determine mental ability, personality, and achievement.

XI. By working cooperatively with those in special education, public health, law enforcement, and other agencies interested in child welfare.
APPENDIX E

SELF-RATING FOR ELEMENTARY TEACHERS
IN KEOKUK COUNTY, IOWA

EXPLANATION

Most teachers need their thinking stimulated in terms of what their training and talent might contribute to education and the teaching profession as compared with what each contribution actually is now. In many instances teachers are being rated for continued certification, promotion, and salary increase by their administrator, principal, and supervisor in a confidential manner. Teachers are not often informed as to where their strong and weak points are.

It is my purpose to remind you of the items which count and to give you an opportunity to rate yourself in a conference with me. The conference being preferred for purposes of clarification.

All of this information will be treated as strictly confidential and all papers will be identified by code numbers instead of names. Teachers wishing to change their ratings as they improve may do so by request. Ratings will be filed in my office.

Esther M. Farrow
Elementary Supervisor
I. Your Effectiveness in the Classroom

(1) Above Average (2) Average (3) Below Average
(Average means like most teachers)

1. Pupil growth when given a general consideration of the
general ability of your class membership.

2. Teaching skills and methods as indicative of your back-
ground of knowledge, careful planning, good motivation,
and care for individual differences.

3. Wholesome teacher-pupil cooperation. Management of the
children encourages Wholesome Human relationships.

4. Classroom organization promotes through a pleasant,
healthful, and effective learning atmosphere a respectful
attitude and care for all school property.

II. Personal Qualities

1. Your personal relationships and cooperation with all the
other members of the staff tend to create harmonious
working conditions within the staff.

2. You have a health status which permits satisfactory per-
formance of the duties required of your position. You
have a freedom from distracting, nervous and emotional
conditions which would not permit needed adjustment.

3. You have a willingness to take part in all in-service
programs and professional activities and studies (local-
state-national).

4. Your personal appearance is in line with what your com-
munity expects. (As good as your salary permits.)

5. You accept the discharge of routine duties as being
necessary and a part of your schedule. You are prompt
at all times.

III. Comments following the conference:

1. Teacher's comments:

2. Supervisor's comments:

Date ____________________________