SUPERVISION
IN
SECONDARY SCHOOLS

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EDITOR'S INTRODUCTION

A HEAD teacher among teachers, a scholar among scholars, the administrative and responsible head of his building, and the central means of communication between the people and the school, the high-school principal has always been understood to be. It was his work to hear cases, make decisions, manage details, apportion the teaching services, pass on and handle problems of discipline, preside at faculty and student-body gatherings, and in general to administer the school so that the faculty and the public should find in its conduct little cause for complaint. He taught his class and handled the administration of the school, the heads of the different departments administered their divisions, and the teachers as specialists taught the pupils in the different subjects of study offered in the school.

Within relatively recent years entirely new concepts as to the high school principal's most important field of usefulness have been coming into increasing acceptance, and today a new body of high school principals are carrying these more modern ideas into practice in the conduct of our secondary schools. The movement began in the elementary school, where the principalship, in the past decade and a half, has been transformed, and was stimulated by the new educational conceptions as to the nature and function of school supervision that have come about as a part of the great educational development of the past quarter-century. Altering the whole nature of the work of the elementary school principalship, the movement has slowly extended upward and today is rapidly changing the character of the high school principalship as well. Younger men entering the work today, animated by the new professional conceptions and interests and possessed with a keen desire to be educationally as well as administratively effective, are setting new standards for the position of principal of the secondary school. In addition to an adequate administration of their school, they conceive the supervision of instruction and the development of better teaching techniques on the part of the teaching staff to be an important part of the principalship service. It is not too much to say that we today have come to feel that the prime

test of the competency of a secondary-school principal is his desire and his ability to improve the teaching skill and to enlarge the professional interests of his teachers, by means of his own leadership in the fine art of teaching; and further, that the chief measure of his interest in such service is the means he employs to secure the time in which to render it.

Just what this supervisory service to secondary school teachers shall consist in, how it may be rendered, and what means may best be employed in awakening professional interest and enthusiasm, the two authors of the present volume have tried to set forth. In doing this they have digested and organized, about a central idea, a vast amount of pertinent information relating to the various aspects of the supervisory procedure which numerous students and investigators have recently published. In presenting this material in organized and usable form they have rendered an important service both to principals now on the job, and to those in training for work in secondary-school administration. The volume should accordingly prove very helpful to both classes of workers, and especially useful to instructors of courses in secondary school supervision in our colleges and universities. Both authors have worked in the public secondary school field, and both have been principals of large training high schools in two important state universities where large groups of students have been preparing for secondary-school work. In consequence, both write from an intimate knowledge of the problem with which they have dealt so fully here. The volume can accordingly be recommended as a very practical guide and usable textbook on the subject of the supervision of instruction in the secondary school.

ELLWOOD P. CUBBERLEY

PREFACE

DURING the past quarter-century there has accumulated a wealth of literature related to one or more phases of the supervision or guidance of high school teachers. It is to be found widely scattered among many types of publications — in professional periodicals, in yearbooks, in volumes of *Proceedings* of professional organizations, and in monographs, pamphlets, and books. In addition to the published material which has been written with secondary school supervision in mind, many useful suggestions are to be found in discussions of supervision in the elementary school, and in treatises on measurement, guidance, extra-curricular activities, research, methods of teaching, and other phases of education.

In preparing the present volume, the authors have been prompted by the genuine need for bringing together and attempting to interpret, within the covers of one book, what seem to be the more effective and the more progressive principles, procedures, and techniques of supervision. While space limitations prevent the detailed discussion of all aspects of the different techniques with illustrations of applications, it is believed that the fundamental ideas are adequately set forth herein, and that considerable elaboration in the form of suggestions as to techniques will be found. In addition, carefully selected bibliographies are appended to each chapter, providing opportunities for the reader to pursue his interests into materials which are more highly specialized and detailed than the treatment in the volume itself.

The authors have addressed themselves to discussions relating to the principles, procedures, and techniques for improving the services and the teaching abilities of teachers. Materials related to methods of teaching, administration, measurement, or other phases of educational procedure have, with few exceptions, been omitted. In the Appendix, however, will be found short bibliographies of selected references which should be serviceable to supervisors who may wish to review or extend their knowledge in fields related to supervision, or to place in the hands of teachers titles and names of authors of useful publications in any of these fields.

As far as has been possible, the discussions of the volume have been

based upon objective data or investigations. In addition, at the risk of criticism that much of the material is empirical or deductive, the authors have attempted to fill in the spacious and numerous areas not yet explored by scientific study with descriptions of practices to be found in schools where supervision is regarded as effective, and with suggestions deduced as the more or less logical consequents of well-established or accepted principles and theories.

It should be obvious that few if any supervisors would employ all the principles, procedures, and techniques discussed in this volume. Some are by nature alternative. Time limitations alone would make it impractical to utilize all that have been suggested. The abundance has been provided in order that there may be choice and to offer a rich program to those who may care and are able to give an unusual amount of time and attention to supervision. It is to be hoped that no supervisor will attempt the impossible, and that, realizing the necessity of practical limitations, none will fail to incorporate into his regular practice some of the procedures described.

While the two authors have served many years as teachers, principals, and superintendents of schools, in small and in large city school systems, and as directors of university high schools, they must confess that they have found the experience of two men, however useful in providing experiential background for the evaluation of procedures and the formulation of techniques, not the source of the greater part of the ideas presented in this volume. They have borrowed widely and heavily, as the numerous footnote references reveal. Among the sources which are not expressly acknowledged are the many teachers, principals, and superintendents who, as students in the classes of the authors at the universities of Minnesota, Oregon, Pennsylvania, and Stanford, have stimulated much thinking and have contributed their experiences with various specific practices and procedures.

Definite acknowledgment is made to those authors and publishers who have graciously permitted the quotation of copyrighted material. Throughout the volume appropriate reference is made to specific contributions quoted from the publications of various authors.

In addition, no doubt much of what appears in the volume is in part a result of the influence of many men, leaders in thought and practice, to whom indeed all who write on modern aspects of instruction and supervision owe much.

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CONTENTS

PART I

NATURE AND ORGANIZATION OF SUPERVISION

PART II

TECHNIQUES OF SUPERVISION

PART III

TYPES OF SUPERVISORY SERVICES

PART I

NATURE AND ORGANIZATION OF SUPERVISION

CHAPTER I

SUPERVISION IN SECONDARY SCHOOLS

I. NEED FOR SUPERVISION IN HIGH SCHOOLS

Growth of the high school and supervision. The growth of the high school, in numbers of pupils and in the concept and scope of secondary education, has brought in its train instructional problems which are evidence of the need for a sound program of supervision. The number of high schools in the United States today has increased approximately eight times and the number of pupils eleven times over numbers shown by corresponding data in 1890. This continuous and rapid growth of our high school population has been accompanied by a change in the heterogeneity of the pupil body. Unprecedented increase in enrollment has meant greater variation in the nature and characteristics of the pupils in school. The range of intellectual capacity, for example, is wider, and the number of pupils of lower levels of intelligence in our schools today has increased greatly. Likewise the range of interests, of abilities and aptitudes, and other characteristics has broadened. The result is that the high school teacher of today has to meet more difficult instructional problems in such matters as the adaptation of the method and materials of instruction to widely different types of pupils.

Accompanying the increase in the numbers of high school pupils and the change in the character of the population has occurred a change in the functions of secondary education and in the types of service offered by it. Preparation for college has ceased to be the primary objective of the high school, and preparation for citizenship has come to be of first importance. Vocational education has become one of the most important divisions of the curriculum offering. Physical education, art, music, and other special subjects have been added to the curriculum. Extra-curricular activities have acquired a place of large importance in the education of the adolescent and the sponsorship of such activities an important duty of the teacher. A program for guidance of the pupil and adjustment of the curriculum

offering to his needs has been necessitated by the growing complexity of the offering and the heterogeneity of the pupil body. These illustrate a few of the changes which are taking place in American secondary education. Such trends indicate the increasing complexity and difficulty of the teaching problems of the high school instructor and the need for a supervisory program which will be of assistance to him in carrying on these activities.

Teacher preparation and supervision. The educational preparation of secondary school teachers, both academic and professional, suggests a real need for supervision. The typical academic instructor in a high school in the North Central Association is a college graduate who has completed, during his four years of college, both his academic preparation in the subject matter he expects to teach and his professional preparation for teaching. His academic preparation consists of one major subject in which he has had about twenty-five semester hours of work, and two minor subjects to one of which he has devoted twenty-five semester hours and to the second ten semester hours. His professional preparation consists of fifteen hours in education which includes a limited amount of observation of expert teaching, and a few hours of practice teaching.[1] This picture probably represents a better situation than would have been found had all the schools in the territory embraced by the North Central Association been included in this study, and a much more favorable condition than would be found in the United States as a whole. The reports of the Association of Colleges and Secondary Schools of the Southern States, and of other agencies and accrediting organizations, approximate the description of the typical high school teacher presented above. The inadequate character of such preparation for teaching is best indicated by its sharp contrast with the preparation demanded of secondary school teachers in such European countries as Germany and France. In Germany the secondary school teacher must superimpose upon the elementary school studies "a nine-year secondary school course, at least four years, and generally five years, of university study embracing philosophy and three academic subjects, an academic examination, and a period of two years of practice teaching, concluded by a

[1] Adapted from data by C. O. Davis. "The Teacher in Accredited Schools"; in *Proceedings*, Twenty-Seventh Meeting of the North Central Association of Colleges and Secondary Schools, Part I, pp. 24–38.

pedagogical examination." [1] The practice teaching includes specific instruction in educational psychology, general and special methods of teaching, and other theoretical and practical professional courses. The practice teaching itself is carried on in typical secondary schools, under skilled direction, with the number of student teachers distinctly limited. The program for the education of teachers in France, while not identical with that of Germany, is of similar thoroughness. Such a program of teacher education, a period of academic education on the college level followed by professional education at what corresponds to the graduate level, the total covering approximately eight years, stands in sharp contrast to the four-year program in the United States, including as it does both academic and professional education. Of necessity such a short period of education means that teachers must begin their professional duties with incomplete preparation which must be supplemented by continuing their education in service.

It is evident to the student of teacher education in America that the trend is toward a more effective professional preparation. It is probable also that the beginning teacher today is somewhat better qualified for his task than the beginning teacher of twenty years ago, but the great lack in preparation is almost self-evident.

The fact that the beginning teacher in the United States undertakes the responsibilities of his first appointment with such relatively meager education places upon the supervisor the responsibility for assisting him to continue his preparation for teaching in service. The first years of teaching experience are in fact a continuation of professional education. There is great need for adequate supervision of the novitiate's efforts, and of close and careful suggestion, assistance, and direction so that he may develop desirable teaching methods and procedures, as well as broaden and increase his academic and professional knowledge. The failure in the past to realize this supervisory need and responsibility has been one potent cause for the routine types of textbook teaching which have prevailed so largely in our schools.

Teaching load and supervision. The failure of the educational program in the United States to prepare secondary school teachers to meet adequately their responsibilities for teaching subject matter

[1] Thomas Alexander. "Practice Teaching in Germany for Elementary and Secondary Teachers"; in *Educational Administration and Supervision*, vol. 13, pp. 289–309. (May, 1927.)

is emphasized when we consider the assignments of subjects in which teachers are to instruct pupils. Among the studies of teaching load and combinations of different subjects assigned teachers, three investigations, covering a ten-year period, are selected as indicating the facts and showing the trend.

Koos and Woody,[1] in 1919, reporting a study of the education of teachers in the State of Washington, found that in the largest schools 5.7 per cent of the teachers were assigned three or more different subjects to teach daily. In the medium-sized schools this proportion increased to 12.1 per cent, and in the smaller schools 43.5 per cent of the instructors had combinations of three or more different subjects in their daily teaching schedules. Since the young and inexperienced teachers are found in largest numbers in the smallest schools, it is evident that it is they who are faced with the responsibility of the largest number of different subject preparations per day. When we consider the inadequacy of academic preparation of teachers, as discussed in the preceding section of this chapter, it is obvious that these novices are faced with a responsibility so large that there is not sufficient time for them to gain adequate control of the subject matter, provide for enrichment of the materials in the lessons, and for the application of the newer and more difficult techniques of teaching, such as the socialized recitation, project method, individual instruction, directed study, and so on. It is not strange that routine methods of drill, the gathering of factual information, and textbook teaching prevail.

In 1923 Hutson[2] reported a study of high school teachers' assignments in Minnesota in which he found conditions almost identical with those reported by Koos and Woody four years earlier. Hutson corroborates the report of Koos and Woody in the large proportion of teachers teaching three or more subjects, the lack of relationship governing the subject combinations teachers are asked to teach, and the absence of any principle controlling the assignment of subjects to teachers.

In 1931 Floyd,[3] studying the teaching conditions of junior high

[1] L. V. Koos and Clifford Woody. "The Training of High School Teachers in the State of Washington"; in *Eighteenth Yearbook*, Part I, pp. 213–57, National Society for the Study of Education.

[2] P. W. Hutson. *Training of High School Teachers in Minnesota*, pp. 6–11. Educational Monograph, no. 3, 1923, College of Education, University of Minnesota.

[3] Oliver R. Floyd. *The Preparation of Junior High School Teachers*, pp. 8–20. Bulletin, 1932, no. 20, United States Office of Education.