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"Effectiveness of Inservice Opportunities of
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EVALUATION OF HELPING TEACHER'S CONTRIBUTION OF INSERVICE
EDUCATION OF TEACHERS IN RURAL SCHOOLS OF MICHIGAN

A Dissertation

Submitted to the School of Graduate Studies of Michigan
State College of Agriculture and Applied Science

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In Partial Fulfillment
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By

Verne Allen Stockman

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AN ABSTRACT

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AN ABSTRACT

The inservice education of teachers for the improvement of instruction presents a problem to rural America. The purpose of this study was to survey the services supplied by the helping teachers in Michigan and to evaluate these services as seen by the teachers served, the helping teachers, and the County Superintendents. The role of the helping teacher was analyzed in an attempt to find out - (1) What teachers, helping teachers, and County Superintendents consider is their role, (2) what kinds of processes and skills enable the helping teacher to help teachers improve instruction, and (3) what differences are evidenced between a county with a helping teacher and a county without a helping teacher?

A questionnaire was used to secure the opinions of (1) teachers who worked in counties with helping teachers, (2) teachers who worked in counties without helping teachers, (3) helping teachers, and (4) County Superintendents.

The questionnaire was divided into five areas. These

were: The role of the helping teacher in (1) the improvement of teaching methods and techniques, (2) developing democratic living in the school, (3) recognizing and using individual differences, (4) developing community and school relations, and (5) administering the school.

In general, teachers were more interested in help in specific teaching techniques and less concerned with help in the way children learn, their social and emotional adjustment, the use of community resources, and in interpreting the child and the school to the home and the community.

The helping teachers felt keenly the needs of teachers to know the child, to recognize and use individual differences found, and to make the community aware of the job the school should do. Their greatest interest was shown in the area of democratic living. They were particularly anxious to get teacher-participation in planning meetings and programs.

The County Superintendents rated the same items somewhat lower but, in general, agreed with the helping teachers.

Case studies were made of two counties that had a similar rural level of living index. These counties selected were County A with a helping teacher for six years and County B which had no helping teacher service.

In County A, the helping teacher filled out a daily report for the County Superintendent. Forty-five percent

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of the reports made some evaluation of the teacher's competence, skills, and abilities. Other types of activities carried on by the helping teacher were ranked in the following order: (1) working with parents and community groups, (2) problems of teachers, (3) working with teacher-planning-groups, (4) helping teachers with room arrangement, and (5) the preparation of the news letter. There were many other activities that varied from year to year.

In County B, the County Superintendent tried to do something about improving the instructional program, but he felt he could not begin to meet the needs.

In general, County A with helping teacher service, made many more contacts with teachers, provided a much wider program of services, and carried on a much more concerted and better organized program of activities than the County B Superintendent, without a helping teacher, was able to provide.

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CHAPTER I

INTRODUCTION

The in-service education of teachers for the improvement of instruction in schools in rural areas presents a problem to rural America. The role helping teachers perform in providing better instruction for teachers and pupils in rural areas in Michigan will be the subject of this study.

The educational opportunities of American rural boys and girls have been more limited than the opportunities afforded urban children. Mechanization of the farm and the farm home has brought tremendous changes in farming methods, yet the average one-room country school is much the same as it was fifty years ago. The buildings, the furniture, the course of study, the teaching materials, and even the training of the teacher have not kept pace with the vast social and economic changes of the farming areas.

There is a strong trend toward district reorganization into larger administrative units. This reorganization makes possible increased administrative efficiency and equalized taxes, as well as, higher paid and higher certified teachers, improved school buildings, more adequate transportation, and

better attendance. However, the small schools that are left should provide the best possible type of educational program. Since these schools will continue to serve the rural areas for some time, they offer a challenge to improve their services, the teaching staff, and the kind of support that will enable them to educate rural boys and girls to take their place in our democracy.

Some of the more important problems that face education in rural areas are school district reorganization, better financing of schools, better and more realistically trained teachers, and more supervision and inservice education.

Teaching in the one-room school is a difficult task. The teacher should not only be experienced but should have command of many skills. In the study made by Gaumnitz and Blose, they say:

Despite the rapid rate at which the one-teacher schools are decreasing . . . there are still a great many such schools. It would seem obvious that one-teacher schools will and should continue to operate in many rural communities of the United States for a long time to come. A good case can be made for the contention that the teachers employed in them should be regarded second to none in terms of educational qualifications and in terms of the remunerations provided. After all, the teacher of such a school must, more than those in the larger schools, depend upon herself for the education provided to the boys and girls in her charge. In addition to responsible classroom performance, the teachers of the one-room schools have many other important responsibilities. They are usually the sole representatives of public education within the area they serve; they are called upon for wise counsel by the local boards; they must secure or improve much of the essential equipment and instructional materials needed by their pupils; and they are responsible for

maintaining healthful and happy learning situations, often under trying circumstances. These are not jobs for mere beginners - - jobs knocked down to the lowest bidder. If these teachers are to deal wisely and effectively with every child attending, they require greater maturity, wider experience, sounder training, and more help from administrators, supervisors, and other teaching aids than are now commonly found.¹

In 1950, there were approximately 60,000 teachers in one-teacher schools.² Even though reorganization of schools progresses rapidly, there will be at least 25,000 teachers for such schools needed for a long time. In 1948, the one-teacher schools still served about 1,500,000 boys and girls.³

In Michigan, a larger percentage of farm children are retarded at each age level than of urban children.⁴ Illiteracy is more prevalent in the farming sections than in the cities.

Supervision of teachers in rural areas has been conspicuous by its absence. In Michigan, the supervision for rural

1 -- Walter H. Gaumnitz and David T. Blose, The One-Teacher School - Its Midcentury Status. Washington, D. C.: United States Printing Office, 1950, p. 5.

2 -- Julian E. Butterworth and Howard A. Dawson, The Modern Rural School. New York: McGraw-Hill Book Company, Incorporated, 1952, p. 348.

3 -- Gaumnitz and Blose, op. cit., p. 15.

4 -- The Improvement of Public Education in Michigan. Report of the Michigan Public Education Study Commission. Lansing: Michigan Public Education Study Commission, 1944, pp. 16, 17.

schools has been provided by the County Superintendent of Schools. In most cases this has consisted of a few teachers' meetings and an occasional visit to the school by the County Superintendent. The many duties required of the superintendent and the large number of schools to be visited have necessarily limited his time for supervision. In many cases administrative and other types of problems have lessened the opportunities for supervision. Only a few counties have had rural supervisors or helping teachers. In fact, only twenty counties in Michigan had helping teachers in 1951-52. All of these counties are to be found in the southern half of the lower peninsula. On page five is a map of Michigan showing the location of the counties which employed helping teachers in 1951-52.

The Problem. The purpose of this study is to survey the services supplied by the helping teachers and to evaluate these services as seen by the teachers served, the helping teachers themselves, and the County Superintendents. The study will analyse the role of the helping teacher as seen by these groups. It will include the collecting and interpreting of data in an attempt to answer the following questions:

1. What do teachers, helping teachers, and County Superintendents consider is the role of the helping teacher in the improvement of teaching methods and techniques; in developing democratic living in the school; in recognizing and using individual differences; in developing community and school relations, and in administering the school?



Figure 1 -- Location of the 20 counties which employed helping teachers in 1951-52.

2. What are some kinds of processes and skills that enable the helping teacher to help teachers improve instruction?
3. What are the differences in the program and kinds of services provided in a county with a helping teacher and in a county that does not employ a helping teacher?

Scope and Limitations of the Study. It has been necessary definitely to limit this study to Michigan. It has also been limited to the sixteen counties studied to prevent the influence of such unmeasured factors as big industrial areas upon the areas outside the big towns such as are found in Wayne and Oakland Counties. It has not been feasible to discuss the relationship of the larger community centered schools in the areas. With the increase in numbers of these larger community schools and the resultant decrease in numbers of small one-teacher schools, the teachers served by the helping teachers will tend to be taken over by the supervisors in the community schools.

In this study no attempt has been made to equate the individual teacher's background and training. Since teachers vary so greatly in their abilities and in their training, the helping teacher must start where the learner is, for he can learn only as he sees the relationship between the old and the new.¹ Therefore, each teacher presents new problems or various combinations of old problems, no two of which are

1 -- William Heard Kilpatrick, Philosophy of Education. New York: The Macmillan Company, 1951, p. 304.

alike.

The limitations of the questionnaire, as a measuring device, have been considered and attempts have been made in collecting the material to overcome some of the variable factors by administering all the questionnaires to the teacher-groups by three people who were aware of these limitations.

Definition and Descriptions of Supervision. Barr, Burton, and Brueckner define supervision as ". . . an expert technical service primarily concerned with studying and improving the conditions that surround learning and pupil growth."¹

The ultimate purpose of supervision is to help children grow. The process involves sharing of experiences by parents, teachers, and children as well as by other members of the community.

Wiles says, "the basic function of supervision is to improve the learning situation for children. Supervision is a service activity that exists to help teachers do their job better."²

Kilpatrick writes, "the helping teacher . . . guides where guiding seems needed, but mainly works 'on the side'

1 -- Barr, Burton, and Brueckner, Supervision. New York: Appleton Century Crofts, 1947, p. 11.

2 -- Kimball Wiles, Supervision for Better Schools. New York: Prentice-Hall, 1950, p. 3.

of the teacher. Perhaps the main service of today's supervisor is two fold; on the one hand, to help steer the in-service study programs with a minimum of authority and a maximum encouragement of teacher leadership; on the other hand, to help new teachers find themselves in their work."¹

Burton states that there are three major functions to good supervision: (1) studying the teaching-learning situations, (2) improving it, and (3) evaluating the means, methods, and outcomes.²

The supervisor is responsible for coordinating all resources such as school personnel, community agencies, and instructional materials in order to speed the growth process. The term 'helping teacher' more nearly describes this person, for the term 'supervisor' has come to carry the connotation of administrative direction or dictation.

Today, the emphasis is on the goal-centered approach in curriculum development: setting up goals, carrying out the program, and then evaluating the outcome. The teachers must themselves recognize the need for supervision. The helping teacher must not superimpose a ready-made set of objectives. He must counsel and assist teachers in the identification of their own and the groups' needs. Alice Keliher describes

1 -- Kilpatrick, op. cit., p. 342.

2 -- Barr, Burton, and Brueckner, Supervision. New York: Appleton-Century Company, Incorporated, 1938, p. 20.

the instructional consultant as a "good catalyser".¹

The Michigan Study Commission on Supervision in Rural Areas, in discussing the role of instructional leadership, describes the educational consultant and his relationship to the learning situation in the following manner:

A prime essential is the ability to work with many groups and many individuals in a cooperative, friendly manner. Optimism and patience should be among his major assets. Growth on the part of a mature individual takes place slowly, as social structure changes slowly. To accept these facts philosophically aids both the instructional consultant and his teachers. There is little to gain in accusing teachers of resisting change, or in making them feel inadequate either with themselves or in the eyes of their pupils or their communities. Teachers as pupils must have status and a sense of satisfaction in their accomplishments if they are to be effective. Accepting where the teacher is as a starting point, and accepting his pace and individuality as determining the rate and direction of growth, the supervisor counsels with him. With major attention upon strong points, stimulation and commendation are given to the exercise of initiative, originality, and creativeness. Differences among teachers are accepted as assets.²

Need for the Study. In 1947, a Michigan Study Commission on Supervision in Rural Areas surveyed the status of the supervisory services for rural schools in Michigan counties and the organizational patterns in other states. In their report to the State Superintendent of Public Instruction they urged a continuous evaluation of the supervisory programs for the different types of areas in Michigan.

1 -- Report of the Michigan Study Commission on Supervision in Rural Areas, Troy L. Stearns, Chairman. Lansing, Michigan: Department of Public Instruction, 1948, pp. 6, 7.

2 -- Ibid., p. 7.

The commission report proved of valuable assistance in comparing the data secured as to changes in the total state situation.

Since that report was published, the County Board of Education program, with its appointment powers of the County Superintendent, has brought the needs of more rural supervision to the attention of more and more counties. The present law provides in Section 10 (g) of Act Number 217 of the Public Acts of 1949 - - "It is the duty of the County Superintendent of Schools to supervise and direct the work of the teacher in schools not having a superintendent."¹

The County Superintendent visits the small rural schools who do not have a superintendent. He confers with the teachers, assists in planning the course of study, develops in-service programs, and in general assists in the improvement of instruction in these schools. Only twenty of Michigan's eighty-three counties have helping teacher service available for their rural children.

Procedure and Sources of Data. To secure satisfactory data it was necessary to select a group of teachers who worked in a county that had the services of a helping teacher and a second group of teachers who worked in a county

¹ -- Public and Local Acts of the Legislature of the State of Michigan. Lansing: Franklin DeKlein Company, 1949, p. 245.

without helping teacher services. After consultation with the advisory committee, it was decided to prepare a questionnaire to secure the opinions of these teachers regarding the helping teacher services. In the counties that had helping teacher assistance, an attempt was made to find out what services they were providing and what they could provide. In the counties without a helping teacher, an investigation was made to find out how rural teachers think the helping teacher could help them.

The questionnaires were all administered directly by three people in an attempt to obtain as uniform a response as possible. These three people had had experience with survey techniques. A more detailed report of the method by which the questionnaire was developed and administered will be found in Chapter III. One hundred forty-three teachers from counties with helping teacher services and one hundred forty teachers from counties without helping teacher services completed the questionnaire.

The questionnaire was also sent to the helping teachers in the twenty counties served by helping teachers. There were twenty-four helping teachers who replied. Some of the counties employ more than one helping teacher. An information sheet was prepared to secure data relative to the training and length of service of the helping teachers. A part of the sheet was a check list of the duties with which they are usually concerned each year. This information

sheet was included with the questionnaire sent to the helping teachers. A summary of these data will be found in the Appendix.

The same questionnaire was also sent to all the County Superintendents of Schools in the state. Forty-nine of the County Superintendents responded. They indicated the services which they felt the helping teachers can and do provide.

Case studies were made of two counties that were similar in population, land area, number employed in agriculture, and other factors of the rural level of living index. In selecting the counties to be used, the Michigan part of the United States census for 1940 was studied. Those counties selected were County A with a helping teacher for a period of six years, and County B which had no helping teacher service. A more complete discussion will be found in Chapter IV which analyses the supervisory activities in the two counties.

Early Studies. Some states have had helping teacher service for more than thirty years. Michigan began a rural supervisory program in the early 1920's in a limited area. Some of the early reports were merely observations of administrators on the influence of supervisors. Special bulletins of state departments of education and reports of state superintendents pointed out the increased attendance of pupils, the larger number who continued in school through the high

school grades, the increased standards of the teachers employed, and the improved buildings and equipment that resulted from a program of supervision.¹

Experiments conducted in the 1920's, and even earlier, attempted to determine the effect of supervision upon the learning of common school subjects: Brown County, South Dakota² and LaGrange and Johnson Counties, Indiana³ were three experimental counties. In these cases the results indicated that the pupils in the supervised schools made greater improvement in the common school subjects during the year than those in similar schools which were not supervised.

In 1924-25, Marvin S. Pittman and his staff members in the Department of Rural Education at Michigan State Normal College surveyed the effectiveness of supervision in common school subjects in sixty rural schools in Oakland County and the same number of rural schools in Macomb County. The schools studied in Oakland County had supervision, while the schools in Macomb County were unsupervised. William C. Hoppes, Director of Supervisory Training at the College, directed the field studies and made the report.

1 -- William C. Hoppes, The Value of Supervision in the Rural Schools of Oakland County, Bulletin No. 7. Lansing, Michigan: Michigan Education Association, 1926, p. 5.

2 -- Ibid., p. 5.

3 -- Ibid., p. 5.

The conclusions of this investigation indicated the following:

1. That the operation of a program of supervision of rural schools as employed in this experiment was entirely feasible as a part of a typical county school organization;
2. That the level of achievement in nine phases of four school subjects among the pupils of Oakland and Macomb Counties in the fall of 1924 was considerably below the expected standards; that the pupils in the supervised schools of Oakland County in the spring of 1925 approximated the expected standards and far exceeded the achievement of the pupils in the unsupervised schools in Macomb County;
3. That the supervised teachers with very few exceptions heartily endorsed supervision as it was conducted in Oakland County.¹

Supervision of rural schools in Oakland County was considered essential at that time. Where it existed it consisted largely of telling the teachers what to do and what not to do by an administrative supervisor. The 1926 report indicated the need for helping the teachers to plan together. It stated:

In this brief description of the supervisory work in Oakland County there has been a conscious purpose to emphasize these propositions which are believed to be essential to the greatest possible success of supervisory service:

1. The purpose of supervision is to provide motive and practical help for both teachers and pupils in their work in the schools.
2. The plans for accomplishing this purpose must be definitely and concretely formulated.
3. The teachers should be taken into full confidence of the supervisor concerning the purpose of the program.
4. The teachers should also be permitted and encouraged to participate freely in the professional meetings where plans are explained and elaborated.

1 -- Ibid., p. 23.

5. The supervisors must be specifically trained for the function which they perform in the county system, and their work must be harmoniously organized in relation to administrative functions and in relation to auxiliary agencies.¹

A resurvey of the rural schools of Oakland County in 1929-30, indicated continued improvement of the common school subjects and a wider range of the activities carried on in the rural schools. The resurvey reported that superimposed supervision cannot accomplish the greatest good for teachers and children. As a result of this:

1. The policy of working only with teachers requesting helping teacher service has prevailed.
2. The teachers and helping teachers have always worked side by side in the interests of the children.
3. The helping teacher has always acted as a guide, not a dictator.
4. The teachers have taken an active part in planning and carrying out the supervisory program.²

In 1947, the State Superintendent of Public Instruction for Michigan appointed a Study Commission on Supervision in Rural Areas. Their report compared counties that employed helping teachers and those counties that did not have such assistance. The survey included 62 counties and 28 helping teachers. The report made four generalizations:

1. Not all needs were felt with the same degree of intensity by the respondents.
2. In counties where there are helping teachers, it appears that the chief administrator delegates

1 -- Ibid., p. 16.

2 -- E. J. Lederle, A Re-Survey of the Rural Schools of Oakland County, Michigan. Pontiac, Michigan: Office of the Commissioner of Schools, 1930, pp. 3-27.

instructional affairs rather freely to his staff and has a feeling that the needs are met to some extent.

3. The County Superintendent without a helping teacher, in general, did not think he met needs well, but rather thought he did a little something about everything. He seldom indicated that he did nothing about the needs listed.
4. Only a few of the ways of meeting the needs listed were studied. . . . 1

As a part of their report, the commission asked Miss Esther Schroeder of Western Michigan College of Education to study the organizational patterns of supervision in rural areas in other states. She reported a growing movement to provide coordinators for the improvement of instruction in rural areas during the post-war years. There was a trend toward requiring professionally trained personnel for this work with several states initiating their own programs of selecting potential supervisors and providing pre-service educational opportunities for them. Miss Schroeder called attention to the changes in the types of supervisory activities, the scheduled inspection and demonstration era giving way to interest in child growth, teacher growth, and cooperative planning.

The Helping Teacher Movement in Michigan. The impetus for the start of rural supervision in Michigan probably can be credited to Marvin S. Pittman. He came to Michigan in June, 1921, from Columbia University where he had just completed his doctoral dissertation on the subject of Rural Supervision.

1 -- Report of the Michigan Study Commission, op. cit., p. 3.

Before that he had completed his master's thesis at the University of Oregon on the same subject. Dr. Pittman began his work in Michigan by sending out letters to the County School commissioners of the state informing them that he desired to prepare rural supervisors at Michigan State Normal College. He described the type of person whom he thought should be selected to take the work. The County School Commissioners nominated teachers for this work. The first group consisted of fifteen people, who completed the B. A. degree with special emphasis on rural education. The program of studies was selected to suit the needs of the individual students and the purposes of the program. Three groups (zones) of rural schools were organized as the "Practice Area" for the program. Two of the groups of twelve rural schools each were in Washtenaw County and one group was in Wayne County. The program was continued for several years. Dr. William C. Hoppes came from Teachers College, Marquette, Michigan, to assist Dr. Pittman after the first year. The supervisors, prepared through the program, were employed mostly in four counties: Washtenaw, Wayne, Oakland, and Lenawee. At one time there were fifteen helping teachers in the area around the Michigan State Normal College at Ypsilanti.¹

Wayne and Oakland have had rural supervisors longer than any other counties in Michigan. In the school year 1951-

¹ -- Letter from Dr. Marvin S. Pittman, dated December 18, 1951.

52, there were twenty counties employing thirty-eight helping teachers. Most of them were employed by the County Board of Education, upon the recommendation of the County Superintendent of Schools. Most of the helping teachers are paid out of the funds provided for the office of the County School Superintendent by the County Board of Supervisors.

Five of the thirty-eight helping teachers were employed under a special legislative act which amended the County Normal Act and permitted two and not more than four counties to combine to use money appropriated for County Normals to employ helping teachers for inservice education to their teachers under the supervision of a State Teachers' College. The provisions of the act stated that the act shall be construed to mean and include training programs for pre-service education or inservice training of teachers. The County Normal Boards were empowered to "employ teachers for the inservice training of rural teachers employed in schools located within counties cooperating in the maintenance of a County Normal training class."¹

This chapter has been primarily concerned with a statement of the problem, scope and limitations of the study, need for the study, procedure and sources of data, and the background of the helping teacher movement in Michigan.

¹ -- General School Laws, 1946 Revision. Lansing, Michigan: Department of Public Instruction, pp. 172, 173.

CHAPTER II

REVIEW OF LITERATURE

This chapter will consider some of the older concepts of supervision, review the literature in the field of rural supervision, and discuss rural research studies.

Older concepts of supervision. Early supervision consisted of inspection and rating of teachers. In 1709, in Boston, committees of citizens were appointed to visit and inspect buildings and equipment. They examined pupils to determine their achievement. Later this included the function of criticising and advising the teacher.¹

Until the first quarter of the present century, the functions of supervision were few and were largely inspection of teaching procedures and classroom management. Up to this time professional publications contained only vague and general statements.² Later on, the teacher was "corrected" in her detailed techniques by the use of ready made procedures handed

1 -- Barr, Burton, and Brueckner, op. cit., p. 3.

2 -- Ibid., p. 4.

down by administrative authority. An improvement of this method was the attempt to guide and train teachers. The guidance still came from the "main office" but the training was for improvement of the teacher. Supervision today emphasizes the development of human personality and the improvement of the learning situation.¹

In 1923, Cubberley stated that a strong supervisory principal - "should at all times know what his school is doing, be able to determine accurately the efficiency of the instruction given in it, know that the pupils are classified as they should be, be able to give demonstration teaching, get real team work out of his teachers by coordinating their work, and be able to approach the instructional problems of his school with a degree of expertness which is based only on the objectives and quantitative testing of results. . . . The larger lines of policy were planned by the superintendent or decided upon in conference."²

In 1925, Sears indicated that supervision is the function of guiding the work of the teacher in the classroom.³

In 1947, Barr, Burton, and Brueckner fused the old and the new concepts of supervision by stating, "The basic concept of traditional supervision, imposition of training and guidance

1 -- Ibid., pp. 6, 7.

2 -- Ellwood P. Cubberley, The Principal and His School. Boston: Houghton, Mifflin Company, 1923, pp. 43, 44.

3 -- Jesse B. Sears, The School Survey. Boston: Houghton Mifflin Company, 1925, p. 368.

upon teachers, is replaced by the view that supervision is a cooperative enterprise in which all persons work together to improve the setting for learning."¹

Review of the Literature. Most of the literature in the field of rural supervision has been closely related to the general field of supervision. In fact, the general principles apply to both fields. Some of the books which include the more recent discussions of supervisory practices are: Supervision by Barr, Burton, and Brueckner, Supervision for Better Schools by Kimbal Wiles, and Improving Instruction Through Supervision by Briggs and Justman. Other references in general supervision are in the bibliography.

The literature pertaining to rural supervision is limited. One of the earliest writers in this field in Michigan was Marvin S. Pittman.² His book, The Value of School Supervision, copyrighted in 1921, was one of the earliest in the United States. He reported that (1) children in supervised schools advanced faster in the common school subjects, (2) their average attendance was higher, (3) there were greater gains in the lower grades, (4) supervision served to keep children in the seventh and eighth grades longer, (5) teachers read four times as many professional books as the unsupervised teachers, and (6) supervision promoted the social

1 -- Barr, Burton, and Brueckner, op. cit., p. vi.

2 -- Marvin S. Pittman, The Value of School Supervision. Baltimore: Warwick and York, 1921, pp. 16-18.

life of the community.

Pittman used what he called the zone plan of supervision. At each teachers' meeting, the supervisor taught a demonstration lesson in the subject that was to be emphasized during the following month. Then the supervisor visited the schools at a planned time to observe the results, hear the children recite the lesson and confer with the teacher. Pittman states it was the aim of the supervisor to inspire and guide the schools rather than criticise them. He visited parents and took part in the community activities to further stimulate the program.¹

In the last few years there have been several general books in the field of rural supervision. The 1949 Year-book of the Department of Rural Education of the NEA entitled The Rural Supervisor at Work includes a good description of the problems and opportunities a helping teacher faces. It is full of illustrations of activities and programs that are being carried on in the various parts of the United States.²

The 1950 Year-book of the Department of Rural Education is entitled The County Superintendent of Schools in the United States.³ It has a chapter on democratic leadership which has

1 -- Ibid., pp. 30-61.

2 -- The Rural Supervisor at Work. Washington, D. C.: Department of Rural Education, National Education Association, 1949, pp. 1-242.

3 -- The County Superintendent of Schools in the United States. Washington, D. C.: Department of Rural Education, National Education Association, 1950, pp. 76-100.

many implications for helping teachers.

The Modern Rural School by Butterworth and Dawson, is one of the most recent books in the field of rural education. The authors discuss the supervisor's job with particular reference to community schools and the training needed.¹

Rural Research Studies. There have been several studies made to show the effect of supervision on learning the common school subjects. Pittman found that children in supervised schools in Brown County, South Dakota, advanced 94 percent farther in a seven months period in the common school subjects than children in unsupervised schools.²

Hoppes found achievement in the supervised Oakland County schools, as reported in Chapter I, was 76 percent greater than in the unsupervised Macomb County schools.³

This improved achievement was confirmed later by a resurvey of the Oakland County schools in 1929-30.⁴ The teachers in the 1924-25 study endorsed supervision as it was conducted in Oakland County.

Harriet Van Antwerp, formerly Supervisor of Instruction

1 -- Butterworth and Dawson, op. cit., pp. 354-368.

2 -- Pittman, op. cit., p. 17.

3 -- Hoppes, op. cit., p. 5. (Tests used were: Thorndike-McCall Reading Scale, Woody Arithmetic Scales, Monroe's Standard Reasoning Test in Arithmetic, Wilson Language Error Test, and Morrison-McCall Spelling Scale.)

4 -- Lederle, op. cit., pp. 3-27.

of the Oakland County schools, made a survey of the Teachers' Evaluation of the Effectiveness of Supervisory Activities for the school year of 1933-34. The four types of supervisory activities examined were: (1) visitation by the supervisor, (2) individual conferences, (3) teachers' meetings, and (4) supervisory bulletins. One hundred fifty replies were made to a questionnaire sent out by the County Superintendent's office. In general, all of the services of the supervisor were rated as valuable to the improvement of teaching. The older teachers' responses did not have as high a rating as did the younger and less experienced teachers. The newer teachers most frequently named changes pertaining to small and definite bits of teaching procedures, drill devices, and special methods. They were more often interested in subject matter per se than in goals and attitudes, which reflects their own feeling of adequacy.¹

In 1947, Jane Franseth began a two year study of the Georgia program of helping selected teachers learn to supervise schools. In the summary of her report she says:

The evidence from this study seems to indicate that the Georgia supervisors are learning how to help schools increase the achievement of children in certain functions of democratic citizenship and in the skills such as reading comprehension, word-study, language, and arithmetic. An analysis of the results of the School Practices Questionnaire shows that children in supervised schools are provided with more opportunities than children in unsupervised schools to develop skill in planning their own

1 -- Harriet Van Antwerp, "Teacher Evaluation of the Effectiveness of Supervisory Activities," Educational Method, Vol. XV (May, 1936) pp. 441-47.

activities, in initiating activities, in using a wide variety of resources in the solution of problems, in exercising freedom in speech and thought, and the like. From an analysis of the results of the Iowa Every Pupil Test of Basic Skills it appears that the supervised children are having more opportunities than unsupervised children to learn such skills as getting meaning from the printed page, using the dictionary and indexes, interpreting maps and graphs, getting the main purpose of a paragraph, recognizing common elements in incidents, and drawing conclusions from an article. In arithmetic and language, there is evidence that supervised children are achieving more than unsupervised children.¹

Seay and Clark, under the sponsorship of the Sloan Foundation and the University of Kentucky, worked on a program to improve the economic conditions of the people in the mountains of Kentucky. From their study they concluded that supervision in developing curriculum materials helped improve the diet of the children and janitors in that area.²

In Your School District, the 1948 year-book of the Department of Rural Education, Lois Clark reported that there was a rapid increase in the number of supervisors. In 1946-47, there were 2,249 supervisors serving counties or similar rural areas in the United States.³

It was also stated in the year-book that in most instances rural teachers do not have the advantages of super-

1 -- Jane Franseth, Learning to Supervise Schools- An Appraisal of the Georgia Program. Washington, D. C.: Federal Security Agency. United States Office of Education, Circular 289, 1951.

2 -- Maurice Seay and Harold Clark, The School Curriculum and Economic Improvement. Lexington: Bureau of School Service, University of Kentucky, 1940, pp. 9, 21, 78.

3 -- Your School District. Washington, D. C.: Department of Rural Education, NEA, 1948, pp. 66, 230.

The above publication also states that of the 27 states using the county as a unit, nine states provide at least one supervisor of instruction in each county. This supervisor is an employee of the County Superintendent's office.²

In 1948, The Michigan Study Commission on Supervision in Rural Areas, under the chairmanship of Troy L. Stearns, surveyed the current rural supervisory conditions in Michigan and made recommendations to the State Superintendent of Public Instruction. This report was discussed in Chapter I on pages eight, nine, and thirteen.

A review of the Biennial Reports, for the past twenty years, of the United States Office of Education, shows no summary of the extent of supervision in rural areas.

The most recent book available dealing with rural education is the Fifty-first year-book, Part II of the National Society for the Study of Education, entitled Education in Rural Communities. The editorial committee summarized the services of the effective supervisor as follows:

Rural supervisors have a most important influence on education in their supervisory areas. Their philosophy of rural education should be clear and concrete; their methods of working with teachers should be such as to release the creative energies of every teacher, even those most poorly qualified and prepared. The effective supervisor:

1. Helps teachers understand children and use the human and material resources of the community in providing the experiences which each child needs. To accomplish these ends

1 -- Ibid., p. 16.

2 -- Ibid., p. 65.

the supervisor uses personal conferences with the teachers, child study groups, demonstrations of methods of working with children and parents, dramatizations of situations in which teachers feel at a loss, and other methods.

2. Helps teachers understand parents and other members of the community and enlist their co-operation. . . .

3. Acquaints teachers with the county, state, and federal resources available to them.

4. Helps each teacher feel successful and happy in his work and recognize its great importance. The supervisor accentuates the positive, helps the teacher think through the situation himself and use the supervisor as a consultant and a resource. If criticism is necessary, he gives it from the teacher's viewpoint as a suggestion that will help him to attain his goals.

5. Brings teachers' needs to the attention of administrators and suggests ways of meeting them.

6. Makes every effort to provide the instructional materials that each teacher needs and to help him use the community as a laboratory for learning.

7. Attends conferences and university courses to keep in touch with modern methods of supervision and takes an active part in groups concerned with rural education and the welfare of children. ¹

Summary. The older concepts of supervision consisted of inspecting and rating teachers. In current literature, supervision is the cooperative effort of all persons working together to improve the learning situation. Literature in the field of rural supervision is limited. Early research studies attempted to show the effect of supervision on improved achievement in learning the common school subjects. The few reports and studies available contain descriptions of the problems, skills, and opportunities in a successful rural supervisory program. The most recent publications summarize the services of the effective supervisor.

1 -- The Fifty-first Yearbook of the National Society for the Study of Education, Part II, Education in Rural Communities. Chicago: The University of Chicago Press, 1952, pp. 291, 292.

CHAPTER III

THE ROLE OF THE HELPING TEACHER IN SELECTED AREAS IN MICHIGAN

Most teachers in small rural schools are not aware of the services which can be provided by a helping teacher. Often they associate supervision with administration, dictation, censure, promotion, and various situations which may make them feel insecure. Probably more often they simply do not know how a good helping teacher can be of assistance.

Most teachers do not feel supervision is helpful. Only four percent of the teachers in Indiana feel that the supervision they have is good.¹ When Mort and Cornell asked over 2000 teachers in Pennsylvania where they secured ideas for changes that they had made or would like to make, only 35 mentioned the local supervisor. Teachers ranked suggestions from local supervisors twenty-third on the list of sources of new ideas.²

The present study endeavors to sample the opinion of teachers from twenty counties concerning the role of the helping teacher. In the spring of 1950, a group of teachers

1 -- Wiles, op. cit., p. 3.

2 -- Ibid., p. 3.

in an extension class held in Shiawassee County were studying the problems of the rural school with special emphasis upon supervision. These teachers helped to develop a questionnaire on the subject, "How Might a Helping Teacher Assist Me?" There were teachers in the class from Shiawassee, Genesee, and Livingston Counties that worked with helping teachers. Clinton County teachers in the class were interested in securing the services of a helping teacher for their county. This questionnaire was developed as a group project in this class. Teachers in the class from the above mentioned counties filled out the questionnaire and later thirty-seven teachers from Livingston County, who had not been in the class, also completed it.

The County Superintendent in Charlevoix County and some teachers from Charlevoix, Emmet, and Antrim Counties spent a number of meetings working on the wording of the questionnaire, and on how teachers interpreted the questions. After several refinements of the questionnaire, it was administered to 356 persons classified as follows: (1) 49 County Superintendents, (2) 24 helping teachers, (3) 143 teachers from counties with a helping teacher, and (4) 140 teachers from counties without a helping teacher.

The questionnaire was divided into five areas:

1. The Role of the Helping Teacher in the Improvement of Teaching Methods and Techniques.
2. The Role of the Helping Teacher in Developing Democratic Living in the School.
3. The Role of the Helping Teacher in Recognizing and Using Individual Differences.

4. The Role of the Helping Teacher in Developing Community and School Relations.
5. The Role of the Helping Teacher in Administering the School.

There was a total of 66 questions in the five areas with four possible choices for each question. No person made more than one reply for any one question. A full copy of the questionnaire will be found in the appendix.

A summary of the items of the questionnaire, together with the percentages of the four different possible replies for the four groups of people surveyed will be found in Tables I, II, III, IV, and V.

In general, it will be noted that there was greatest agreement in the first and fifth areas, namely: Improvement of Teaching Methods and Techniques, and Administration of the School. The least agreement was found in the third and fourth areas, namely: Developing Community and School Relations, and in Recognizing and Using Individual Differences.

In a preponderance of cases the helping teacher rated most of the items as being greatly needed or would be useful. The County Superintendents did not rate the items as high as the helping teachers, yet they are in close agreement with the helping teachers. The teachers in the counties that had a helping teacher rated the items similar to those teachers in counties without a helping teacher.

In general, those teachers from counties not having a helping teacher rated more of the items under consideration higher than those teachers who had a helping teacher program.

Perhaps the teachers without a helping teacher felt the need for such services more than did the others. In those counties where a helping teacher program was established, the services were often taken for granted and thus did not receive as high a rating. Personal observations of teachers in the two counties studied in Chapter IV confirm this observation.

A tabular presentation and a comparison of the replies of the four groups of educators follow.

THE ROLE OF THE HELPING TEACHER IN IMPROVEMENT OF TEACHING METHODS AND TECHNIQUES

1. Planning and teaching units based on natural centers of interest. Both the County Superintendent groups and the helping teacher groups had higher percentages that considered help useful and greatly needed than either of the teacher-groups. Seventy percent of the helping teachers felt that this was greatly needed. Only 14 percent of the teachers without a helping teacher felt it was greatly needed.

2. Planning with pupils in the management of the school or class activities. Forty percent of the teachers in counties that had a helping teacher and 52 percent of the teachers without a helping teacher felt that help would be useful or greatly needed. However, 62 percent of the helping teachers rated this greatly needed and 29 percent useful. Forty-three percent of the County Superintendents did not

TABLE I

NUMBER AND PERCENTAGE OF RESPONSES BY VARIOUS GROUPS RATING
HELPING TEACHER'S SERVICES IN THE IMPROVEMENT OF
TEACHING METHODS AND TECHNIQUES

(For content, see opposite side of page.)

NUMBER AND PERCENTAGE OF RESPONSES BY VARIOUS GROUPS RATING
HELPING TEACHER'S SERVICES IN THE IMPROVEMENT OF
TEACHING METHODS AND TECHNIQUES

Number of persons in designated groups replying to questionnaire	County Supts. 49				
Percentage of responses in each rating category	Number rating Service	Percent in each rating			
Service		*1	2	3	4
1. Planning and teaching units based on natural centers of interest.	48	43	43	0	12
2. Planning with pupils in the management of the school or class activities.	48	24	29	4	43
3. Using the out-of-door experiences of children.	48	36	32	6	26
4. Discovering specific procedures and devices for use in the local school situation.	48	44	52	0	4
5. Provide opportunities for teachers to share experiences and plan ways of meeting their problems.	49	32	13	0	0
6. Helping the teacher appraise her strengths and weaknesses.	48	69	29	0	2
7. Helping the teacher untrained in music and art to find ways of giving children experiences in these areas.	49	56	36	2	6
8. Directing 4-H Club work	49	6	14	14	66
9. Teaching a class for the teacher to show different procedures or devices.	48	45	51	2	2
10. Give a demonstration lesson before a group of teachers.	49	51	47	0	2
11. Give teachers a chance to visit other teachers to observe best practices.	48	52	46	0	2
12. Using learning aids, as films, trips, dramatizations, etc.	48	46	46	0	8
13. Selecting audio-visual materials to stimulate and enrich the learner.	48	53	43	0	4
14. Helping the teacher to build community attitudes favorable to providing adequate instructional equipment.	49	60	36	0	4

*1 -- Greatly Need Help
2 -- Would be Useful

3 -- Do not Consider Help Necessary
4 -- Necessary but not Responsibility
of Helping Teacher

TABLE I, continued

Helping Teachers 24		Teachers with a Helping Teacher 143		Teachers without a Helping Teacher 140	
Number rating Service	Percent in each rating *1 2 3 4	Number rating Service	Percent in each rating *1 2 3 4	Number rating Service	Percent in each rating *1 2 3 4
24	70 26 0 4	124	25 47 2 20	139	14 59 14 15
23	62 29 0 9	121	12 28 27 33	137	10 42 26 22
23	50 35 0 15	122	13 32 31 24	137	12 41 29 18
23	71 24 0 5	119	29 34 19 18	134	25 49 19 7
24	67 29 4 0	130	36 53 6 5	140	39 47 4 10
23	71 29 0 0	128	43 45 5 2	138	35 49 9 7
23	60 35 5 0	123	61 31 4 4	133	63 25 5 2
22	0 17 11 72	116	7 20 57 16	130	24 27 14 35
24	48 39 13 0	129	33 64 2 1	139	30 60 7 3
22	30 50 15 5	128	40 59 1 0	135	24 65 5 6
24	43 43 4 5	123	41 50 4 5	137	39 53 5 3
24	39 61 0 0	129	22 56 8 14	137	40 42 9 9
24	55 41 0 4	121	25 36 16 25	135	33 44 10 8
24	68 32 0 0	126	23 42 16 19	136	33 45 14 8

think it was the job of the helping teacher. One County Superintendent indicated it was the local teacher's responsibility.

3. Using the out-of-door experiences of children. Fifty-five percent of the teachers from counties with a helping teacher and 47 percent of the teachers without a helping teacher did not consider help necessary or that it was the responsibility of the helping teacher. Only 15 percent of the helping teachers agreed. Twenty-six percent of the County Superintendents felt it was not the responsibility of the helping teacher.

4. Discovering specific procedures and devices for use in the local school situation. It is evident that the County Superintendents and the helping teachers felt this item was more important than did the teachers. Teachers in counties that had a helping teacher were less aware of its importance than those teachers who had no helping teacher. Perhaps County Superintendents and helping teachers tend to over-rate this phase of their work.

5. Provide opportunities for groups of teachers to share their experiences and plan together ways of meeting their problems. This item indicated that all the groups agreed as to its importance. County Superintendents rated this greatly needed, 82 percent - the highest score of any of the items of their rating on the questionnaire. The teachers did not rate this as high as did either the County Superintendents or the helping teachers.

6. Helping the teacher appraise her strengths and weaknesses. County Superintendents, helping teachers, teachers in counties with helping teachers, and teachers without, rated this item 98, 100, 89, and 84 percent, respectively, in the "greatly need help" or "help would be useful" columns.

7. Helping the teacher who is untrained in music and art to find ways of giving children experiences in these areas, perhaps by using other members of the community. Both teacher-groups rated this need the highest of any in the questionnaire. Teachers from counties without a helping teacher were even more anxious to have help. Seven percent more indicated they greatly needed help. County Superintendents did not rate it as high as they did fourteen other items. Helping teachers rated twenty items higher than this one. Evidently there is a real need from the viewpoint of the teachers.

8. Directing 4-H Club work. All the groups felt that directing 4-H Club work was not the responsibility of the helping teacher. Teachers in counties without a helping teacher felt a little more need than any other group.

In Michigan, 4-H Club work is under the direction of the 4-H Club Agent or County Agricultural Agent. The leaders are usually unpaid volunteers in the community. Sometimes the teacher acts as a leader. If so, she is most often the leader of those clubs that meet in the school, such as hot lunch, sewing, or handicraft clubs.

9. Teaching a class for the teacher to show the teacher

some different procedures or devices. There were 13 percent of the helping teachers who thought this was not necessary. Both teacher-groups and the County Superintendents felt it would be useful and was greatly needed. Many helping teachers are reluctant to take over a teacher's class. Rather they prefer to "build up" the local teacher in the eyes of the children and the community by other kinds of help.

10. Give a demonstration lesson before a group of teachers. In a similar manner, the helping teacher felt this was of less importance than did the other three groups. It should be noted that the teachers in the counties with a helping teacher felt this was more important than did the teachers in the counties without a helping teacher. In practice most of the helping teachers in the counties from which schedules were collected gave demonstration lessons. This was observed while collecting data. It evidently was popular with the teachers. There is a difference between taking over a teacher's class and giving a prepared demonstration before a group of teachers.

11. Giving teachers an opportunity for visiting other teachers to observe best current practices. This question brought more agreement in responses than any other question in the questionnaire. More than 90 percent felt they needed help. Teachers, County Superintendents, and helping teachers alike believe that visiting other teachers gives the

teachers new ideas and ways of teaching.

12. Using such learning aids as films, trips, dramatizations, etc. Twenty-two percent of the teachers with a helping teacher and 13 percent of the teachers without a helping teacher felt this was unnecessary or not the responsibility of the helping teacher. It is probably due in some cases to fears of operating equipment, lack of information about the materials, and a general inertia on the part of the teachers.

13. Selecting audio-visual materials that will stimulate the learner and enrich his experience. The County Superintendents and helping teachers thought it was more important to select the audio-visual materials that stimulate and enrich the child's experience, than did both the teacher-groups. Thirty-nine percent of the teachers from counties with a helping teacher did not think it necessary or the responsibility of the helping teacher.

14. Helping the teacher to build community attitudes favorable to providing adequate instructional equipment. The teacher-groups were not as aware of these needs as were the helping teachers and the County Superintendents. One teacher said that this was the responsibility of the local Board of Education.

THE ROLE OF THE HELPING TEACHER IN DEVELOPING DEMOCRATIC LIVING IN THE SCHOOL

In this area there was a wide divergence of opinion.

TABLE II

NUMBER AND PERCENTAGE OF RESPONSES BY VARIOUS GROUPS RATING
HELPING TEACHER'S SERVICES IN DEVELOPING
DEMOCRATIC LIVING IN THE SCHOOL

(For content, see opposite side of page.)

TABLE II

NUMBER AND PERCENTAGE OF RESPONSES BY VARIOUS GROUPS RATING
HELPING TEACHER'S SERVICES IN DEVELOPING
DEMOCRATIC LIVING IN THE SCHOOL

Number of persons in designated groups replying to questionnaire		County Supts. 49				
Percentage of responses in each rating category		Number rating Service	Percent in each rating *1 2 3 4			
Service						
1.	Helping children feel secure and wanted	45	40	23	2	30
2.	Means of getting participation of chil- dren in various group activities.	46	32	35	6	27
3.	Developing respect with other members of the group.	44	36	23	2	34
4.	Developing leadership among children.	45	35	25	2	38
5.	Helping children become good followers as well as leaders.	45	34	33	0	33
6.	Getting children to work together more efficiently.	45	52	27	0	21
7.	Helping groups to learn to talk things over and come to decisions by sharing ideas.	45	40	40	0	20
8.	Assisting children to intelligently evaluate themselves, each other, and the school situation.	45	32	45	0	23
9.	Organizing the recreational activities of teachers and pupils	45	26	51	0	23
10.	Helping teachers to grow in the under- standing and skills of democratic leadership.	45	67	29	0	4

*1 -- Greatly Need Help
2 -- Would be Useful

3 -- Do not Consider Help Necessary
4 -- Necessary but not Responsibility of Helping Teacher

TABLE II, continued

Helping Teachers 24		Teachers with a Helping Teacher 143		Teachers without a Helping Teacher 140	
Number rating Service	Percent in each rating *1 2 3 4	Number rating Service	Percent in each rating *1 2 3 4	Number rating Service	Percent in each rating *1 2 3 4
24	66 24 0 10	117	21 25 14 40	139	19 30 26 25
24	64 27 0 9	109	6 42 19 33	138	12 45 29 14
23	64 27 0 9	112	9 33 18 40	136	14 43 26 17
23	60 30 0 10	110	10 33 17 40	137	13 43 24 20
23	57 33 0 10	111	12 33 18 37	140	16 47 22 15
24	81 9 0 10	117	25 35 14 26	139	19 47 17 17
23	64 27 0 9	111	23 34 16 27	133	25 40 19 16
24	73 14 4 9	116	19 40 15 26	135	23 50 14 13
23	21 53 10 16	116	15 36 15 34	137	26 37 22 15
24	77 23 0 0	119	32 55 7 6	136	32 46 11 11

This was probably due to the difference of educational philosophy among groups and members of the groups. Many of the replies were from older teachers who were trained fifteen to twenty or more years ago. Often they felt their job was only to teach the 3 R's. Most of the teachers had received little training in psychology, child growth and development, and many of the other phases of democratic living with which our better teacher-training institutions are now concerned.

The first five questions in the part of the questionnaire dealing with developing democratic living in the school will be discussed together.

1. Helping children feel secure and wanted.
2. Means of getting participation on the part of the children in various group activities.
3. Developing respect with other members of the group.
4. Developing leadership among children.
5. Helping children become good followers as well as leaders.

In these first five questions, 55 percent of the teachers from counties that had a helping teacher indicated help was not necessary or it was not the responsibility of the helping teacher. About 43 percent of the teachers from counties without a helping teacher had the same opinion. Less than 10 percent of the helping teachers agreed. Approximately 37 percent of the County Superintendents felt these five items were unnecessary or not the job of the helping teacher.

The next four questions on the questionnaire will be

grouped together.

6. Getting children to work together more efficiently in groups.
7. Helping groups to learn to talk things over and come to decisions by sharing ideas.
8. Assisting children to intelligently evaluate themselves, each other, and the school situation.
9. Organizing the recreational activities of teachers and pupils.

It is evident that both groups of teachers thought these would be useful, still about 40 percent of the teachers in counties with a helping teacher felt they were not necessary or the job of the helping teacher. The group of teachers in counties that did not have a helping teacher was more favorable. The helping teachers felt these were greatly needed except in organizing the recreational activities of teachers and pupils. The County Superintendents were generally in favor of all the items, but more of them rated the items as would be useful.

10. Helping teachers to grow in the understanding and skills of democratic leadership.

A high percentage of all of the groups indicated this was greatly needed or would be useful.

THE ROLE OF THE HELPING TEACHER IN RECOGNIZING AND USING INDIVIDUAL DIFFERENCES

Items 1, 2, 5, 6, and 11 in this area will be grouped together for discussion convenience which follows their listing.

TABLE III

NUMBER AND PERCENTAGE OF RESPONSES BY VARIOUS GROUPS RATING
HELPING TEACHER'S SERVICES IN RECOGNIZING
AND USING INDIVIDUAL DIFFERENCES

(For content, see opposite side of page.)

NUMBER AND PERCENTAGE OF RESPONSES BY VARIOUS GROUPS RATING
HELPING TEACHER'S SERVICES IN RECOGNIZING
AND USING INDIVIDUAL DIFFERENCES

Number of persons in designated groups replying to questionnaire	County Supts. 49				
Percentage of responses in each rating category	Number rating service	Percent in each rating *1 2 3 4			
Service					
1. Working with small groups and at the same time keeping other pupils profitably busy.	46	44	40	0	16
2. Meeting widely different abilities and interests in the same class group.	47	46	35	0	19
3. Organizing groups to do different things at the same time according to their needs and still be working profitably.	47	43	38	0	19
4. Teaching many subjects to many grades.	45	49	17	6	28
5. Securing supplementary materials that are interesting to the wide variation in age and ability levels.	46	63	35	0	2
6. Meeting the needs of the gifted child (high I.Q.) and the slow learning child (low I.Q.).	46	73	19	0	8
7. Making adjustments for pupils who have poor vision, poor hearing, or other physical handicaps.	46	49	35	2	14
8. Understanding the emotional and social needs of boys and girls.	47	63	31	0	6
9. Guidance that will contribute to their emotional and social maturity.	46	53	32	0	15
10. Giving and interpreting tests.	45	42	47	1	10
11. Developing remedial work and securing materials to make it effective.	46	71	25	0	4

*1 -- Greatly Need Help
2 -- Would be Useful

3 -- Do not Consider Help Necessary
4 -- Necessary but not Responsibility of Helping Teacher

TABLE III, continued

Helping Teachers 24		Teachers with a Helping Teacher 143		Teachers without a Helping Teacher 140	
Number rating service	Percent in each rating *1 2 3 4	Number rating service	Percent in each rating *1 2 3 4	Number rating service	Percent in each rating *1 2 3 4
23	70 24 6 0	119	44 29 6 21	139	44 36 11 9
24	86 10 4 0	113	26 47 11 16	137	37 45 11 7
24	76 19 0 5	112	26 45 10 19	137	33 51 7 9
22	79 11 10 0	111	43 34 11 12	132	41 33 15 11
24	81 19 0 0	118	39 50 5 6	140	42 47 5 6
23	78 22 0 0	118	45 42 1 12	139	57 38 2 3
24	45 17 0 38	115	31 47 8 14	140	44 31 10 15
24	75 25 0 0	112	28 42 10 20	139	28 47 13 12
22	63 32 0 5	113	20 41 11 28	135	26 52 13 9
23	68 27 5 0	116	21 46 10 23	137	25 32 23 20
23	75 25 0 0	113	35 58 2 5	140	46 37 9 8

1. Working with small groups and at the same time keeping other pupils profitably busy.
2. Meeting widely different abilities and interests in the same class group.
5. Securing supplementary materials that are interesting to the wide variation in age and ability levels.
6. Meeting the needs of the gifted child (high I. Q.) and the slow learning child (low I. Q.).
11. Developing remedial work and in securing materials to make it effective.

The above questions were found to be the ones with which the four groups most agreed. The County Superintendents felt that they were greatly needed or would be useful. Item 1 received 80 percent; item 2, 81 percent; item 5, 93 percent; item 6, 92 percent; and item 11, 96 percent. The helping teachers rated them even higher. Items 1, 2, 5, 6, and 11 were rated 94 percent, 96 percent, 100 percent, 100 percent, and 100 percent, respectively for the two top ratings. In meeting widely different abilities and interests in the same class group, 86 percent of the helping teachers rated it greatly needed help, the highest score rated any of the items in the questionnaire. The teacher-groups were in similar agreement. Teachers in counties with a helping teacher rated item 1, 73 percent; item 2, 73 percent; item 5, 89 percent; item 6, 87 percent, and item 11, 93 percent. Teachers in counties without a helping teacher rated the same items, 80 percent, 82 percent, 89 percent, 95 percent, and 83 percent, respectively. Apparently the teachers who did not have the

services of a helping teacher felt that the helping teacher would be able to help them more than did the teachers who were already receiving these services.

3. Organizing groups to do different things at the same time according to their needs and still be working profitably. Nineteen percent of the County Superintendents said it was not the job of the helping teacher. Twenty-nine percent of the teachers from counties that had a helping teacher felt it was not necessary or the responsibility of the helping teacher. Only 16 percent of the teachers from counties without a helping teacher felt it was not necessary or the job of the helping teacher. It is apparent that teachers do not generally use this democratic procedure of group and committee work with children.

4. Teaching so many subjects to so many grades. Only 49 percent of the County Superintendents felt it was greatly needed, while 79 percent of the helping teachers gave it a similar rating. Forty-three percent of the teachers with a helping teacher and 41 percent of the teachers without a helping teacher felt they greatly needed help.

7. Making adjustments for pupils who have poor vision, poor hearing, or other physical handicaps. Thirty-eight percent of the helping teachers said it was not their responsibility, and only about 15 percent of the two teacher-groups agreed. In Michigan, legal provisions are made for caring for these children by other agencies. However, the teacher

does have the responsibility of getting the handicapped pupil in contact with the proper agencies.

8. Understanding the emotional and social needs of boys and girls. Seventy percent of the teachers with a helping teacher, and 75 percent of the teachers without a helping teacher felt it was greatly needed or would be useful. Ninety-four percent of the County Superintendents and 100 percent of the helping teachers agreed. Perhaps the 30 percent and the 25 percent of the teacher-groups who did not agree reflect the lack of training of many of the teachers who responded. It is an area with which the teachers apparently are not too familiar.

9. Guidance that will contribute to their emotional and social maturity. In providing guidance activities, 20 percent of the teachers with a helping teacher and 26 percent of the teachers without felt it was greatly needed, while 53 percent of the County Superintendents and 63 percent of the helping teachers thought likewise.

10. Giving and interpreting tests. In giving and interpreting tests, 68 percent of the helping teachers felt the teachers greatly needed help. However, only 21 percent and 25 percent, respectively, of the teacher-groups agreed. In fact, 33 percent and 43 percent, respectively, thought it was not necessary or the responsibility of the helping teacher. The testing program is very limited in Michigan rural schools. Some teachers feel that tests might reflect

on their teaching ability rather than on the level of mental abilities of the children in their groups. It will be a long time before teachers will understand what tests really mean. It will come with a change in educational philosophy.

THE ROLE OF THE HELPING TEACHER IN DEVELOPING COMMUNITY AND SCHOOL RELATIONS

In general, both teacher-groups did not feel they greatly needed help in this area. The teachers with a helping teacher in their county did not exceed 21 percent rating in "greatly need help" category. An average of 45 percent of this group indicated help was unnecessary or not the responsibility of the helping teacher on all 14 items. Those teachers from counties that did not have a helping teacher felt much more strongly the need than did the other teachers. The helping teachers continued to feel that these were greatly needed, although in item 7 - Possible cooperation with farm and community groups - 56 percent thought it would be useful, but 16 percent felt it was not necessary and 6 percent felt it was not the responsibility of the helping teacher. Nearly one-third of the County Superintendents rated item 2 - Planning and conducting surveys of community resources and needs, item 10 - Developing self-discipline in the child, and item 11 - Guiding the individual without harming the group and vice-versa, as not the job of the helping teacher. The County Superintendents consistently rated the items in this

TABLE IV

NUMBER AND PERCENTAGE OF RESPONSES BY VARIOUS GROUPS RATING
HELPING TEACHER'S SERVICES IN DEVELOPING
COMMUNITY AND SCHOOL RELATIONS

(For content, see opposite side of page.)

TABLE IV

NUMBER AND PERCENTAGE OF RESPONSES BY VARIOUS GROUPS RATING
HELPING TEACHER'S SERVICES IN DEVELOPING
COMMUNITY AND SCHOOL RELATIONS

Number of persons in designated groups replying to questionnaire	County Supts. 49				
Percentage of responses in each rating category	Number rating service	Percent in each rating *1 2 3 4			
Service					
1. Making the school part of community life.	38	38	41	3	18
2. Planning and conducting surveys of community resources and needs.	43	24	43	0	33
3. Securing better understanding of the school on the part of the parents.	44	43	42	0	15
4. Advising the teachers about community standards.	43	38	43	4	15
5. Learning how to translate the problems and issues of modern society into classroom activities.	43	44	49	0	7
6. Locating and using persons, places, and objects of instructional value in the community.	43	44	49	0	7
7. Possible cooperation with farm and community groups.	42	29	56	2	13
8. Using visits and other means of becoming acquainted with parents.	42	24	50	2	24
9. Learning how to balance individual welfare with group welfare.	41	32	48	0	20
10. Developing self-discipline in the child.	43	38	31	2	29
11. Guiding the individual without harming the group and vice-versa.	42	35	33	0	32
12. Discovering sources of potential irritations in the school and community that may become school problems later.	44	39	43	2	11
13. Developing group standards of conduct.	42	37	40	2	21
14. Learning to guide the energies of children in wholesome, interesting work and play.	43	42	34	0	24

*1 -- Greatly Need Help
2 -- Would be Useful

3 -- Do not Consider Help Necessary
4 -- Necessary but not Responsibility of the Helping Teacher

TABLE IV, continued

Helping Teachers 24		Teachers with a Helping Teacher 143		Teachers without a Helping Teacher 140	
Number rating service	Percent in each rating *1 2 3 4	Number rating service	Percent in each rating *1 2 3 4	Number rating service	Percent in each rating *1 2 3 4
18	38 38 6 18	103	20 22 13 45	114	37 28 17 18
21	40 30 10 20	116	21 33 10 36	139	19 53 15 13
22	63 32 0 5	123	14 44 9 33	139	37 38 15 10
21	35 47 6 12	117	13 43 9 35	136	13 38 30 19
21	28 72 0 0	116	13 48 15 19	138	23 44 23 5
22	52 38 0 10	117	21 43 10 26	135	26 50 13 11
21	22 56 16 6	113	13 34 19 29	132	9 51 21 19
20	58 37 5 0	116	7 29 21 43	136	16 34 24 26
22	52 34 0 14	113	8 45 25 22	132	11 52 16 21
22	63 26 0 11	123	17 37 15 31	136	20 33 17 30
21	65 30 0 5	113	15 40 19 26	134	24 47 11 18
20	53 32 5 10	115	16 50 9 25	137	33 41 11 15
20	56 33 0 11	122	20 41 13 26	136	17 43 21 19
21	63 27 5 5	118	16 40 17 27	134	23 42 18 17

area more often in the "would be useful" column than in the "greatly need help" column.

The older teachers who felt the school should not concern itself with the community probably influenced the kind of reply given to these questions. It has not been very long ago that teachers were not expected to participate in community activities.

THE ROLE OF THE HELPING TEACHER IN ADMINISTERING THE SCHOOL

1. Helping the teacher advise the school board to become aware of the needs of the school and their responsibility for the fulfillment of these needs. Nineteen percent of the County Superintendents felt this was not the job of the helping teacher to advise school boards. Twenty-four percent of the helping teachers, 27 percent of the teachers with a helping teacher, and 23 percent of the teachers without a helping teacher felt it was not necessary or the responsibility of the helping teacher. Traditionally in Michigan, this has been the job of the County Superintendent. Some County Superintendents delegate this work to the helping teacher.¹

2. Helping the teacher with pupil classification. Only 20 percent of both teacher-groups felt this was greatly

1 -- Public and Local Acts, op. cit., p. 245.

TABLE V
NUMBER AND PERCENTAGE OF RESPONSES BY VARIOUS GROUPS RATING
HELPING TEACHER'S SERVICES IN ADMINISTERING THE SCHOOL

(For content, see opposite side of page.)

TABLE V
NUMBER AND PERCENTAGE OF RESPONSES BY VARIOUS GROUPS RATING
HELPING TEACHER'S SERVICES IN ADMINISTERING THE SCHOOL

Number of persons in designated groups replying to questionnaire	County Supts. 49				
Percentage of responses in each rating category	Number rating service	Percent in each rating			
Service		*1	2	3	4
1. Helping the teacher advise school board.	43	45	36	0	19
2. Helping the teacher with pupil classification.	45	38	48	1	13
3. Helping the teacher provide publicity for a good school.	45	49	43	2	6
4. Coordinating local school health needs with other agencies.	44	36	42	0	22
5. Helping in developing school and community groups, as P.T.A.'s, etc.	45	33	54	4	9
6. Speaking or acting as consultant to groups that will help interpret the schools to the community.	45	58	36	0	6
7. Helping the teacher orient herself in a new community.	45	42	56	0	2
8. Advise both local boards and teachers as to the suitability of a particular teacher for a particular job.	43	26	30	2	42
9. Encourage teachers to develop confidence in new situations.	45	47	53	0	0
10. Making a professional library available for county teachers.	44	45	38	2	15
11. Helping in room and grounds arrangements.	43	26	56	2	16
12. To provide through various publications an interpretation of the program and policies of the county board of education	45	21	43	2	34
13. To acquaint teachers with newer practices and materials.	45	70	28	0	2
14. To help teachers work and grow together.	44	67	33	0	0
15. To help teachers become active participants in teachers' meetings.	44	67	33	0	0
16. To provide ways for settling grievances.	44	43	44	2	11
17. To get teachers to set up an evaluation of helping teachers.	44	36	43	10	11

*1 -- Greatly Need Help

2 -- Would be Useful

3 -- Do not Consider Help Necessary

4 -- Necessary but not Responsible of Helping Teacher

TABLE V, continued

Helping Teachers 24		Teachers with a Helping Teacher 143		Teachers without a Helping Teacher 140	
Number rating service	Percent in each rating *1 2 3 4	Number rating service	Percent in each rating *1 2 3 4	Number rating service	Percent in each rating *1 2 3 4
21	59 17 12 12	115	25 48 17 10	135	28 44 14 14
21	65 29 0 6	113	20 51 15 14	135	20 41 20 19
21	53 41 6 0	112	17 53 21 9	130	18 47 22 13
22	47 35 6 12	113	27 40 12 21	131	25 48 12 15
22	33 50 17 0	113	17 44 24 15	133	28 38 19 15
23	47 42 11 0	107	30 52 8 10	130	31 52 10 7
22	53 47 0 0	108	27 44 16 13	127	24 45 22 9
21	56 19 6 19	110	24 42 7 27	128	18 43 19 20
22	78 22 0 0	108	26 62 8 4	131	20 56 16 8
22	58 32 10 0	111	38 49 2 11	131	38 44 11 7
22	47 53 0 0	105	6 37 21 36	125	14 43 20 18
20	33 60 0 7	106	23 55 12 10	122	22 43 13 17
21	71 29 0 0	113	45 52 1 2	128	42 47 5 6
22	67 28 5 0	105	33 52 9 6	128	24 49 19 8
22	83 11 6 0	107	26 55 19 0	127	20 44 19 17
21	65 29 6 0	102	28 42 15 15	129	25 46 14 15
22	59 29 6 6	105	31 51 14 4	131	24 48 13 15

needed, while 65 percent of the helping teachers thought it was greatly needed. Some of the teachers felt they "knew best" about the child's ability, and objected to any interference by some one from the County Superintendent's office. Many rural teachers feel they are their "own boss" and resent the "interference" of a supervisor. This might be indicative of their feeling of insecurity.

3. Helping the teacher provide publicity for a good school. An average of 46 percent responded to this general question that it would be useful. However, 35 percent of the teachers without a helping teacher felt it was not the job of the helping teacher or it was not necessary. Possibly the question was not specific enough as nearly everyone wants a "good school".

4. Coordinating local school health needs with other agencies. In many counties in Michigan, a County Health Unit assumes the responsibility for the coordination of health needs. Cooperation with school authorities is necessary. The County Superintendent most often assumes this responsibility unless he delegates it to the helping teacher. More than 66 percent of both teacher-groups felt it was greatly needed or would be useful. Seventy-eight percent of the County Superintendents and 82 percent of the helping teachers agreed.

5. Helping in developing school and community groups such as P. T. A.'s, Mothers' Clubs, etc. More than a

third of both teacher-groups felt it was not necessary or not the responsibility of the helping teacher. Seventeen percent of the helping teachers and 13 percent of the County Superintendents rated it in a similar manner. Many teachers feel they do not want to "put on a show" for the parents at most P. T. A. meetings. Occasionally a teacher is afraid that the P. T. A. and similar groups will criticise her or her methods. Most teachers drive to and from school. They often live outside the district and do not want to be "bothered" by a night meeting.

6. Speaking or acting as consultant to groups that will help interpret the schools to the community. Eighty-nine percent of the helping teachers felt this was greatly needed or would be useful. Ninety-four percent of the County Superintendents and 82 percent of both teacher-groups felt a similar need.

7. Helping the teacher orient herself in a new community. Nearly a third of both teacher-groups felt it was not necessary or the job of the helping teacher. It was observed, while conducting the questionnaire, that most of the teachers were older and more experienced and hence did not need as much help.

8. Advise both local boards and teachers as to the suitability of a particular teacher for a particular job. Forty-four percent of the County Superintendents, 25 percent of the helping teachers, 34 percent of the teachers

with a helping teacher, and 39 percent of those without felt this was not necessary or the job of the helping teacher. Forty-two percent of the County Superintendents indicated that it was not the responsibility of the helping teacher. This question is usually considered an administrative responsibility. Helping teachers who rate teachers this way often lose some of their rapport with teachers, since the teachers then become concerned with pleasing the supervisor in order to get a higher rating.

9. Encourage teachers to develop confidence in new situations. All of the groups rated this high, mostly in the "greatly needed" or "would be useful" column. Forty-seven percent of the County Superintendents and 78 percent of the helping teachers felt it was greatly needed. Twenty-six and 20 percent, respectively, of the teacher-groups agreed.

10. Making a professional library available for county teachers. All the groups agreed on this item. An average of 45 percent classified it as greatly needed.

11. Helping in room and grounds arrangements. Eighteen percent of the County Superintendents, 57 percent of the teachers with a helping teacher, and 38 percent of the teachers without a helping teacher felt help in room and grounds arrangements was not necessary or the job of the helping teacher. Evidently teachers did not feel the need for this service.

12. To provide through various publications an interpretation of the program and policies of the County Board of Education. Thirty-four percent of the County Superintendents felt it was not the job of the helping teacher to provide publications. Again, this is usually the responsibility of the County Superintendent unless he delegates it to the helping teacher. Ninety-three percent of the helping teachers thought it was greatly needed or would be useful. In practice, most helping teachers assist in the preparation of publications from the County Superintendent's office.

13. To acquaint teachers with newer practices and materials. All the groups rated this very high. Seventy percent of the County Superintendents, 71 percent of the helping teachers, 45 percent of the teachers with a helping teacher, and 42 percent of the teachers without rated this as greatly needed. Only two percent of the County Superintendents, none of the helping teachers, three percent of the teachers with a helping teacher, and 11 percent of the teachers without, rated this not necessary or the job of the helping teacher.

14. To help teachers learn to work and grow together by working in small groups. One hundred percent of the County Superintendents, 95 percent of the helping teachers, 85 percent of the teachers with a helping teacher, and 73 percent of the teachers without said they greatly needed help or it would be useful.

15. To help teachers be active participants in teachers' meetings. Sixty-seven percent of the County Superintendents, 83 percent of the helping teachers, and only 26 percent and 20 percent, respectively, of the teacher-groups thought they greatly needed help to become active participants in their teachers' meetings. Nineteen percent of both teacher-groups did not consider help necessary. In oral discussions of this item, teachers definitely felt teachers' meetings should be made more interesting. They said this lack of interest might be prevented if teachers planned their own meetings. The use of small interest groups would help stimulate discussion and teachers would not be afraid to "speak up".

16. To provide ways for settling grievances, irritations, etc. Eighty-seven percent of the County Superintendents, 94 percent of the helping teachers, 70 percent of the teachers with a helping teacher, and 71 percent of those without felt they greatly needed help or help would be useful in providing ways to settle grievances and irritations and to present minority opinions.

17. To get teachers to set up an evaluation of helping teachers. Fifty-nine percent of the helping teachers felt it was greatly needed to set up evaluation techniques of themselves. A much smaller percentage was checked by all the other groups.

The last two items are rather new in the field of supervision. Perhaps this is why there seems to be less interest

in their use. It might be that the older idea of supervision continues to influence teachers. They do not want to or are "afraid" to make adverse criticism of the helping teacher which many still consider as the old-fashioned type of "snooper-ervisor".

Summary. The following is a summary of the way the four different educator-groups responded to the items on the questionnaire.

The County Superintendents felt that the teachers greatly needed help from the helping teachers in eleven of the 66 items which they rated 60 percent or above in the first category. These items were: (1) sharing experiences, (2) appraising their strengths and weaknesses, (3) building favorable community attitudes, (4) skill in democratic leadership, (5) providing supplementary materials, (6) meeting the needs of the gifted and the slow learner, (7) understanding children's emotional needs, (8) developing remedial work, (9) acquaint teachers with new practices and materials, (10) help teachers learn to work together by working in small groups, and (11) help teachers be active participants in teachers' meetings.

The County Superintendents and the helping teachers rated nearly all the items higher than did the teachers themselves.¹

1 -- See Table I, pages 32, 33; Table II, pages 39, 40; Table III, pages 42, 43; Table IV, pages 48, 49; and Table V, pages 51, 52.

The responses of the helping teachers consistently showed that they felt that teachers greatly needed their help or that their help would be useful in all five areas. The one exception out of the 66 items was directing 4-H Club work. In this item, 72 percent pointed out that it was not their responsibility.

Both teacher-groups rated the items lower than did the County Superintendents and the helping teachers. In fact, the teachers from counties that had a helping teacher seemed less aware of the services provided than were the teachers from counties without helping teacher service. In only two items did teachers rate more than 50 percent in the "greatly need help" category. These were: (1) meeting the needs of the gifted child and the slow learning child, and (2) help in teaching music and art.

CHAPTER IV

AN ANALYSIS OF THE SUPERVISORY ACTIVITIES IN TWO SELECTED MICHIGAN COUNTIES

In order to examine more closely the role of the helping teacher, two counties were selected to make a study of helping teacher practices. In selecting the two counties, it was decided to choose as similar a rural situation as possible. Margaret Hagood has established an index of the level of living in each county of the United States based on the 1940 census. Using such items as percentage of occupied dwellings with less than 1.51 persons per room, percentages of radios, gross income of more than \$600, late model automobiles, and grades completed in school by adults, she arrived at a comparison based on the index of 100 for the United States. This represents the "standard of practice".¹

The rural level of living index varied only five points between the counties. Both counties were slightly over 100. County A was 113 and County B, 109. Other factors mentioned

1 -- Margaret Hagood, Rural Level of Living Indexes for Counties of the United States, 1940. Washington, D. C.: Bureau of Agricultural Economics, 1943 (mimeographed).

in the census which were quite similar were population, land areas, educational background of parents, number employed in agriculture, average value of farms, and value of farm products sold. A more complete listing of the items for these two counties will be found in the appendix.

The County Superintendents of Schools for these counties have had similar educational training and background of service. County A Superintendent, who has had a helping teacher for six years, has been the County Superintendent for seventeen years. Formerly he had been principal of a small school and preceeding that was a teacher in rural schools. County B Superintendent has no helping teacher. He has also been the County Superintendent for seventeen years. Previously he was a superintendent of schools in two or three small towns. He, too, has had rural school teaching experience. Both men received a Masters Degree from the University of Michigan in supervision and administration. Both have been active in church work and in community groups such as service clubs, scouting, 4-H Club promotion, County Fair Boards, and fund raising drives. Both have worked in state educational organizations. Both counties have had Community School Area Study Committees for a number of years. These committees have been active in studying school and community programs. Both superintendents have a high degree of rapport with their teachers as observed in the many contacts with both teachers and

administrators.

County A, with a helping teacher, has 72 school districts, one consolidated school district, and one third class city school district. There were 148 teachers in the 72 districts. County B, without a helping teacher, has 32 schools, of one to four rooms in size, with 46 teachers. There are also three consolidated schools with which the County Superintendent assists in problems of supervision and administration. County B also has one third class city school district.

A close relationship was built up by the writer with most of the teachers through extension class meetings for three years in each of the counties. Visits have been made to most of the schools in both of the counties during that time. Hence there was an opportunity to observe the various supervisory practices in both counties and how they were received by the teachers concerned. In County A, the visits were usually made with the helping teacher or the County Superintendent.

County A had two helping teachers over the six year period. Each stayed three years. The first helping teacher was a vivacious, aggressive person with lots of energy and drive. She was an enthusiastic worker, the kind of enthusiasm that was contagious with teachers. Because of her eagerness to "get things rolling" she sometimes unconsciously offended a few of the older and more established teachers.

She was very active in local and state professional groups. The County Superintendent felt she helped teachers to be more creative. He indicated she worked best with large groups.

The second helping teacher, who began her work in the fall of 1948, was rather quiet but somewhat authoritarian in her contacts with teachers. She worked hard, expending a great deal of nervous energy, as did the first helping teacher. More often she had set plans for the teachers of the county. These were sometimes pushed through regardless of teachers' feelings and wishes on the matter. She did little with professional groups outside the county. The County Superintendent indicated she worked best with small groups.

In 1949, a child accountant was hired in County A. The title was somewhat less descriptive of the job than one of visiting teacher. In reality, this person does a great deal of home visiting, case work, and analysis of individual problems of children. This work is more often associated with the job of the visiting teacher than that of the person who handles the child accounting.

It was fortunate that the helping teacher made out daily reports to the County Superintendent. These reports, for the five school years between the fall of 1946 and the spring of 1951, were available for study and evaluation. A sample of the types of daily report forms will be found

in the appendix. An analysis of the reports for County A was made classifying the various statements and practices listed. A summary of these practices will be found in Table VI on page 65. Table VII on page 66 shows the estimated activities of the County Superintendent in County B. Since the reports in County A were not made with a view of tabulation, it was occasionally necessary to be rather arbitrary in classifying some of them. The first helping teacher did not use this system of reporting during her first year, 1945-46. Beginning in the fall of 1946, until the spring of 1951, the reports were quite complete. Both teachers used forms that were similar. These reports indicate the things the helping teacher felt were important. It is possible other activities were carried out and not recorded. It is also possible the helping teacher did not record the items in the same way. It was significant to the helping teachers when they recorded these items. Thus it gives an indication of their attitudes toward the teachers, the schools, or the activities carried on in the school and the community. The reports were grouped into thirty areas. Those most frequently mentioned will be discussed below.

1. Evaluating teachers. This was the largest area in the tabulation of the items of the daily reports. Included were statements regarding the competencies of the teachers, how the teacher was conducting the school, conditions in the school, and what the helping teacher thought about the teach-



TABLE VI

SUMMARY OF HELPING TEACHERS' DAILY REPORTS, COUNTY A

Activities	Number of times mentioned by 1st. Helping Teacher		Number of times mentioned by 2nd. Helping Teacher		
	1946-47	1947-48	1948-49	1949-50	1950-51
1. Evaluating Teachers	215	190	318	321	271
2. Problems of Teachers	35	60	11	26	41
3. Room Arrangement	66	47	4	3	2
4. Teacher-Planning-Groups	62	31	25	11	4
5. Working with Parents and Community Groups	40	49	25	15*	13*
6. News Letter	11	13	13	24	27
7. Reading Helps	19	13	--	--	21
8. Teaching Techniques	13	11	12	20	30
9. Demonstration Classes	40	33	--	1	--
10. Achievement Tests	27	17	4	11	13
11. Films or Projector delivery	1	17	15	20	25
12. Art Work	17	7	10	15	15
13. Teaching Materials distributed	--	--	10	20	30
14. Radio Programs	--	--	20	35	##
15. Talks with Children	--	--	19	20	12
16. Program Helps	19	21	--	7	--
17. Talks to Community and School Groups	31	15	--	--	--
18. Retarded Children	--	20	--	--	17*
19. Fair Exhibits	--	--	7	10	20**
20. Student Teachers, externing	--	4	17	8	5
21. Hot Lunch Programs	--	6	6	10	10
22. Child Accounting	14	11	--	2*	4*
23. Grading and Placement	**	**	6	20	25
24. Health Education, Co- ordination	--	--	6	20	2
25. Seatwork	17	3	--	--	--
26. Discipline	--	--	--	7*	4*
27. Maps and Graphic Work	6	4	--	--	--
28. Bulletin Boards	5	2	--	--	--
29. Field Trips	--	--	--	1	1
30. Safety Patrol	--	--	--	--	1

* Child Accountant ** County Superintendent ## Discontinued



TABLE VII

ESTIMATED ACTIVITIES OF COUNTY SUPERINTENDENT, COUNTY B

Activities	Interpretation	Per Year Average
1. Evaluating Teachers	Supt. B calls them visits	180
2. Problems of Teachers	Discusses and advises	25
3. Room Arrangement	Relies on College Ext. Teachers	Few
4. Teacher-Planning-Groups	10 Groups meet twice a year	20
5. Working with Parents and Community Groups	Very Active	72
6. News Letter	Only occasionally	Few
7. Reading Helps	Relies on College Ext. Teachers	---
8. Teaching Techniques	Relies on College Ext. Teachers	---
9. Demonstration Classes	Wife, former El. Supervisor, gave some demonstrations	---
10. Achievement Tests	Handled by local Teachers	---
11. Films or Projector delivery	County Film Program handled through Supt's. Office and Teachers' Committee	55 Films to 18 schools
12. Art Work	None	---
13. Teaching Materials	Only through County Book Library	---
14. Radio Programs	Music and Health	50
15. Talks with Children	Occasionally	Few
16. Program Helps	Talks them over with each teacher at first fall visit	46
17. Talks to Community and School Groups	These talks averaged 8 per month	72
18. Retarded Children	A local problem. Consults with teacher when asked	---
19. Fair Exhibits	Promotes exhibits, supervises displays. On Fair Board.	1
20. Student Teachers, externing	Occasionally	Few
21. Hot Lunch Programs	Supervises County Program. Evaluates each Project.	25
22. Child Accounting	Responsible for County. Clerk helps - No. of Schools	33
23. Grading and Placement	Advises teachers when asked	Few
24. Health Education, Co-ordination	Advises with County Health Dept., and Area Study Comm.	Few
25. Seatwork	None	---
26. Discipline	Helps if problems arise	Few
27. Maps and Graphic Work	None	---
28. Bulletin Boards	None	---
29. Field Trips	Helps plan conservation trips with teachers each fall	1
30. Safety Patrol	None	---



ing process. Some examples of these statements were:

Enjoys her group, but I have a feeling that she isn't consistent. Her room was quite nicely decorated for Halloween. The witch was in the early stages of development.

Seems to be happy in her work with her children. They sang a prayer in English and then she had the Mexican children sing in Spanish. She sang along with them. She is considerate of these children in drawing them out and in making them feel as though they belong. She could gripe but instead she enjoys them.

Her room never changes from year to year - neither does she.

Mrs. B. was doing O. K. She certainly provides her children with a lot of activity.

Room fair. Beginners were reading in the First Grade book. We discussed a beginners program without reading. She seemed interested and may respond next year.

The first helping teacher averaged slightly over 200 of these comments per year on the reports. The second helping teacher averaged slightly over 300 per year. The reader is again reminded that these reports were originally intended for the County Superintendent only. It is, therefore, more of a report to him of the opinion of the helping teacher about the individual teacher visited. It is interesting to note that the number of these evaluations decreased from 215 in 1946-47 to 190 in 1947-48. Then a new helping teacher began her work in the fall of 1948. She evaluated teachers 318 times. This increased to 321 in 1949-50, and then decreased to 271 evaluations in 1950-51, the last year studied.

In County B, the County Superintendent, who does not have a helping teacher, indicated he makes an average of 20 to 30 visits per month. These visits vary in length from a



few minutes to all day, depending upon what he thinks needs to be done. The County Superintendent considers the problems of the teacher's adjustment to the school and community, program of studies, cleanliness and orderliness of the building and surroundings and many other details. He usually does not have enough time to help the teacher with problems concerning teaching techniques, pupil's personal and school adjustment, and similar helping teacher activities.

2. Problems of teachers. Teacher problems were presented by the teachers themselves or the helping teacher as listed on the reports. This increased in number for each year the helping teacher was in the county. The first helping teacher reported 35 problems in 1946-47, and 60 during the next year. The second helping teacher reported 11 problems for 1948-49, the first year she was on the job, and 26 and 41, respectively, the next two years. It is evident the second teacher did not recognize the importance of the individual problems enough to record them as much as did the first helping teacher.

In County B, the County Superintendent has less time for assistance and is usually less adept in teaching skills. However, he indicated he helped 20 or 30 teachers a year.

3. Room arrangement. The first helping teacher spent a great deal of time on problems of room arrangement. Sixty-six suggestions pertaining to room arrangement were recorded in 1946-47 and 47 suggestions in 1947-48. The second helping

teacher reported little time spent on such items - four, three, and two suggestions, respectively, for her three year period.

Little help was provided by the County Superintendent in County B. When college teachers were conducting extension classes in the area, they were sometimes asked to help in improving the schoolroom arrangement.

4. Teacher-planning-groups. Again the first helping teacher recorded many more times, 62 and 31, working with teacher-planning-groups than did the second helping teacher who recorded 25, 11, and 4, respectively. In County A, there are six teacher-planning-groups averaging 20 members each. These meet two or three times a year with the helping teacher or the County Superintendent to work on the various county-wide programs.

In County B, there were ten teacher-groups organized to plan various activities such as the audio-visual program for the county, conservation tours, and various clinics such as reading, motion picture projector operation, etc. These groups meet two or three times a year. Some of them arrange the administrative details of the different programs.

5. Working with parents and community groups. During the two years for which the first helping teacher made reports, she met with the parents or community groups 40 and 49 times, respectively. After the first year of the second helping teacher, a child accountant was hired who did a great deal of case work with parents. Her work would tend to reduce

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the number of meetings with parents and community groups as reported by the second helping teacher.

In County B, the County Superintendent is very active in working with parents and local community groups. He estimated these would average two or three a week. Sometimes he worked with two or three in a single day.

6. News Letters. Both helping teachers helped prepare the monthly news letters. They also helped in preparation of teaching materials and similar public relations materials.

The County Superintendent in County B was able to send out news letters only occasionally. He received some assistance from his clerk.

7. Reading helps. The first helping teacher reported that she had given help in reading 32 times during the first two years studied. It wasn't until the last year of the second helping teacher's three year term that she recorded having given reading help. It does not seem likely that she ignored this important problem during the first two years but rather that she made no reference to it in her reports.

In County B, the County Superintendent relied on instructors of college classes who would and could help his teachers with problems in reading. Various representatives of text-book publishing companies often sent reading specialists in to demonstrate reading techniques and to confer with teachers.

8. Teaching techniques. The first helping teacher was less concerned with teaching techniques and more concerned with the creativeness of the teachers. Attention is again directed to the statement that the second helping teacher more often had set plans for the teachers of the county.

The County B Superintendent again depended upon college extension class teachers.

9. Teaching demonstration classes. The first helping teacher had considerable skill in teaching demonstration lessons and averaged three or four a month. The second helping teacher recorded teaching only one lesson during the last three years. It was noted, however, that the County Superintendent was not in favor of the helping teacher giving demonstration lessons.

In County B, the wife of the County Superintendent had been an elementary supervisor in a city school system. Until recent years she helped by giving demonstration lessons.

10. Achievement tests. The first helping teacher did a great deal of work with teachers in helping them to use and understand achievement tests. The second helping teacher spent less time the first two years with tests, but gradually increased the help in this important area. The first helping teacher was greatly concerned with finding out where children were and then helping the teacher plan a program to strengthen the areas where the children were weak as evidenced by the tests.

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In County B, the teacher-groups organize and help interpret the testing program. This is, of course, limited in scope.

11. Films or projector delivery. For several years County A has owned two motion picture projectors, purchased by individual school contributions. Films and these projectors were circulated to the member schools. Often the helping teacher assisted in transporting the equipment and films from school to school.

In cooperation with a college extension teacher, County B Superintendent organized a motion picture film and film-strip program for his county. Eighteen schools purchased motion picture projectors through Boards of Education, P. T. A.'s or other civic minded groups or individuals. A teachers' committee was organized to select films to be used in the county. Fifty or 60 films are circulated each year to the 18 schools which support the program. The County Superintendent's clerk does the booking and handles the mailing of the films. The teachers, board members, or interested citizens in each of the districts call for the films and pass them on to other schools. It is one of the most successful programs for rural schools that is being carried on in Michigan. Plans are under-way to extend the program to all of the schools in the county.

12. Art work. Both helping teachers reported help in art work on an average of 12 or 13 times a year.

Very little regular help is available in County B.

13. Teaching materials distributed. Only the second teacher listed teaching materials distributed. The first helping teacher was actually observed distributing teaching materials but did not consider it important enough to indicate it on her reports.

The County Book Library in County B does make some teaching materials available to teachers of rural schools. Most of these materials are obviously books. Children's books and a few professional books for teachers are distributed.

Eighty-five percent of the items, which were mentioned on the daily reports of the helping teachers in County A, were included in the 13 items discussed above. The rest of the activities are very spotty in number and vary a great deal from year to year. Between the two helping teachers there is a great deal of variation also. In general, the first helping teacher was more concerned in these scattered items with program helps for teachers, talks to community and school groups, seat work, maps, and bulletin boards. The second helping teacher was interested, as noted from her reports, in talks with children, assisting student teachers from County Normals and Teachers' Colleges to extern in the county, and grading and placement of children.

The child accountant, previously described, took over the work with retarded children, general child accounting

practices and problems of discipline. The second helping teacher also assisted with the more recently developed activities such as a county rural school radio program, fair exhibits, assisted hot lunch programs (with Federal Aid), and health education. These responsibilities were delegated to her by County Superintendent A.

Since County Superintendent B had no helping teacher to assist him, many of the activities discussed were carried on only occasionally and then only in a very limited way. He emphasized that many of these items were handled with individual teachers as the needs arose, but no organized program was developed for carrying out these activities on a county-wide basis.

Of particular interest and importance to the County B Superintendent were the fair displays of the rural schools. During August, he spent a great deal of time in arranging the exhibits, supervising the judging, and in promoting the program.

For the last two years, County B Superintendent has helped promote weekly radio programs on health. Last year a rural music program was also developed in cooperation with the University of Michigan. Practically all of the schools have radios available. As the programs were presented over the air the children used supplementary materials such as workbooks and quizzes to develop an active interest on their part. Competition between schools was

encouraged and groups from individual schools went to the radio station upon occasion to identify the children with the program.

For two years, County A has had two rural music teachers, hired by the County Board of Education. Local schools contribute a large part of their wages and expense in order to participate in the music program.

Many other activities in County B were planned with teachers' assistance. A field trip is taken each year to study the problems of conservation. Teachers from all the rural schools in the county climb into busses, and under the direction of Soil Conservationists, the County Agricultural Agent, and extension specialists study the conservation problems in their own county so they are better able to interpret these problems to their boys and girls.

Eighty percent of the rural teachers in County A spend a week end each fall at the Higgins Lake Conservation School in group planning and field studies. They include a general school problem in agenda. For the past four years they studied reading, science for elementary children, the county motion picture film program, and the county rural music program.

In general, it should be noted that County A, with helping teacher service, was able to make many more contacts with teachers, to provide a much wider program of services to the rural boys and girls of the area, and to carry on a much more

concerted and better organized program of activities than County B.

It is really unusual to find as many activities carried on as are found in County B. The Superintendent's ability to organize the efforts of teacher-groups, outside experts, and just ordinary volunteers is noteworthy. His ability and interest account for many more activities than would ordinarily be found in that kind of a county. He felt he was not doing enough and often asked the question, "How can I get a helping teacher?"

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS FOR FURTHER STUDY

The purpose of this study was to survey the services supplied by the helping teachers and to evaluate these services as seen by the teachers served, the helping teachers, and the County Superintendents. The role of the helping teacher was analyzed in an attempt to find out - (1) what teachers, helping teachers, and County Superintendents consider is their role, (2) what kinds of processes and skills enable the helping teacher to help teachers improve instruction, and (3) what differences are evidenced between a county with a helping teacher and a county that does not employ a helping teacher.

This chapter will summarize the findings of the data as presented in Chapters III and IV, list the major conclusions, and make recommendations for further study.

SUMMARY

The Role of the Helping Teacher in Selected Areas in Michigan. There was greatest agreement among both teacher-groups, the County Superintendents, and the helping teachers

in the areas of Teaching Methods and Techniques and Administration of the School. With the exception of four items, more than half of all the groups felt the items were greatly needed or would be useful in these two areas. Directing 4-H Club work, planning with pupils in the management of the schools or class activities, using the out-of-door experiences of children, and helping in room and grounds arrangements were the four items which exceeded the 49 percent as not necessary or the responsibility of the helping teacher.

The items which were in closest favorable agreement were: (1) providing opportunities for groups of teachers to share their experiences and plan together ways of meeting their problems, (2) demonstration teaching, (3) visits to other teachers, (4) use of learning aids, (5) help in teaching music and art, (6) helping the teacher appraise her strengths and weaknesses, (7) encouraging teachers to develop confidence in new situations, (8) acquainting teachers with newer practices and materials, and (9) helping interpret the schools to the community.

In the area of The Role of the Helping Teacher in Developing Democratic Living in the School, the helping teachers rated all these items high, with one exception. Organization of recreation for teachers and pupils was the only item that dropped below 60 percent as being greatly needed in the entire area. An average of 25 percent of the County Superintendents felt these items were not the responsibility of the

helping teacher. The teacher-groups were not nearly as high in their ratings. More than 50 percent of the teachers who had a helping teacher rated the items in this area as not necessary or the job of the helping teacher. The one exception was the item on helping teachers to grow in democratic leadership.

In the area of Recognizing and Using Individual Differences, the teacher-groups wanted help in meeting widely different abilities and interests in the same class groups. The helping teachers felt this was the most important item in the questionnaire. The teacher-groups also wanted help in meeting the needs of the gifted and the slow learning child, in developing remedial work and securing supplementary materials for the wide variations in age and ability levels.

In the area of Developing Community and School Relations, both teacher-groups did not feel they greatly needed help. However, the helping teachers felt teachers greatly needed help in this area. The only exceptions were cooperating with farm and community groups and translating the problems of modern society into classroom activities. The County Superintendents rated the items in this area more often in the "would be useful" column than in the "greatly need help" column.

In general, teachers were more interested in help in specific teaching techniques and less concerned with help in the way children learn and their social and emotional

adjustment, the use of community resources and in interpreting the child and the school to the home and the community. It was evident that most of the teachers had little knowledge of or interest in the processes of democratic living and working in school and community.

The helping teachers felt very keenly the needs of teachers to know the child, to recognize and use the individual differences found, and to make the community aware of the job the school should do. In democratic living they were much more interested than any of the other groups. They were particularly anxious to get teacher-participation in planning their own meetings and programs.

The County Superintendents rated the items somewhat lower, but in general, agreed with the helping teachers.

An Analysis of the Supervisory Activities in Two Selected Michigan Counties. Two counties were selected that had a similar agricultural situation. The County Superintendents had both been in the same position for seventeen years. Both had a very progressive program for the rural schools and a high degree of rapport with their teachers. County A employed a helping teacher to assist in the supervisory activities. In County B, the County Superintendent had to handle these duties as well as the administrative responsibilities of the office. In County A, the helping teacher filled out a daily report for the County Superintendent over a five year period.

These were available for study.

Forty-five percent of the reports made some evaluation of the teacher as to her competence, skills, and abilities. Since the reports were not made with a view for later study or analysis, the statements indicate only the helping teacher's personal evaluation of the teacher and the teaching situation. Since the teachers visited did not know these reports were being made to the County Superintendent, it is evident they had little effect on the relationship of the helping teacher to the teachers in the county. There were twenty-nine other types of activities carried on by the helping teacher. Eleven of these activities were continuous over the five year period. In number of times these items were mentioned on the reports they were ranked in the following order: (1) working with parents and community groups, (2) problems of teachers, (3) working with teacher-planning-groups, (4) helping teachers with room arrangements, and (5) the preparation of the news letter. There were some eighteen groupings of activities that varied greatly from year to year and between the two helping teachers themselves. Most significant of these items were the demonstration classes, testing programs, helps in reading, the motion picture and strip film program, and art work. The different helping teachers stressed different types of activities. These were closely related to their own skills and abilities.

The much higher number of contacts the helping teacher

was able to make with the teachers in County A and the larger number of services rendered to the teachers leaves no doubt as to the value of the program in improvement of instruction in the rural schools of the county.

An observation was made by the writer of the county helping teacher program in four other counties and similar results were noted over counties that had no helping teacher.

In County B, the County Superintendent tried to do something about everything, although he felt he could not begin to meet the needs. He was ingenious in using book salesmen, college extension teachers, his wife (a former elementary supervisor), his office clerk, committees of teachers, and other people in the community. These individuals helped the teachers with many different types of problems. County B Superintendent's often asked question during interviews - "How can I get a helping teacher?" - was indicative of his desire to provide more services to his teachers.

CONCLUSIONS

1. It was observed that items the helping teachers and County Superintendents felt important, particularly in the areas of democratic living, recognizing and using individual differences, and community and school relations are not recognized as important by a majority of the teachers. Probably this is due, not only, to the lack of training

of the teachers, but such other factors as a different philosophy of education, short period of service, insecurity, indifference, and inertia.

2. The high rating of nearly all the items in the questionnaire by the helping teachers and similar, but not so high, ratings of the County Superintendents would tend to indicate the validity of the items as to the attitudes and opinions of the two groups concerning the role of the helping teacher.

3. While teachers reported (Chapter III) that they wanted help in the understanding and skills of democratic leadership, it was evident that they had little idea of what this meant in terms of actual teaching and living in the rural school and the rural community.

4. Few helping teachers in Michigan are skilled in the techniques of using group processes in supervision. These skills will require a great deal of time to develop for they are developed as the helping teacher works with the groups.¹

5. It was observed that some of the community-centered schools in the counties use the services of the county's helping teacher. However, this type of school tends to provide

1 -- It was observed that most of the helping teachers interviewed stressed this need more than any other. The individualized training program for elementary supervisors at Michigan State College is a forward step in the right direction. The advisors of the program help the supervisors select courses and experiences that will assist them in their particular problems.

its own supervision within the school's administrative plan.

6. Most of the helping teachers contacted and many of the teachers interviewed felt a need for more progress and greater interest in small discussion groups of teachers. In small groups each person has a chance to contribute to the discussion and planning. It would indicate there is more security in the smaller group, thus more participation by its members.

7. The replies to the item regarding teachers' active participation in teachers' meetings showed an awareness of the need for more interesting meetings by all the groups. The use of teachers' committees and small interest groups was discussed and recommended.

8. Because the nature of the helping teacher's position enables her to visit more schools and thus be exposed to more ideas, she can help teachers be more creative by telling them what other teachers are doing. She usually has more training and experience in teaching that would help her to develop new ideas and techniques.

9. The need for developing rapport by the County Superintendents and the helping teachers with their teachers was observed during the collecting of data. This includes the problems of helping the teachers feel secure, assisting them to evaluate themselves by recognizing their own strengths and weaknesses, and developing respect and leadership with other teachers and with children. The present

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helping teacher in County A reports that teachers now often ask her, "Will you stay a couple of hours and see if you can find out my trouble?"

10. The findings of this study would indicate agreement with those of the Study Commission on Supervision in Rural Areas in 1947-48:

- A. That the County Superintendent, without a helping teacher, did not think he met the needs well but rather thought he did a little something about everything.
- B. In counties with a helping teacher, the County Superintendent delegates instructional affairs to the staff, although this varies greatly from county to county.
- C. Not all needs were felt with the same degree of intensity by the respondents.

RECOMMENDATIONS FOR FURTHER STUDY

1. It is recommended that a study be made of the qualities, competencies, and abilities necessary for the job of helping teacher in order to be able to select personnel, provide experiences and training that will guide and develop good leaders in rural supervision.

2. The development of criteria for a good supervisory program would be a valuable contribution to enable helping teachers to see the possibilities of service to rural teachers.

3. It is recommended that provision be made for continuous evaluation of the helping teacher program as recommended by the Michigan Study Commission on Supervision in

Rural Areas. The suggested areas are:

- A. Professional workers from state, college, and county.
- B. The growth of teachers and pupils as shown by a variety of evidence.
- C. Lay and community groups.
- D. The supervisors, themselves, individually and in groups.
- E. And by the teachers and pupils served.

4. In Michigan, the County Superintendent of Schools is paid from State Aid funds, through the County Board of Education. Due to the very limited county funds in most counties, most Boards of Supervisors feel they are unable to afford a helping teacher.

It would seem wise to determine ways and means of providing legislative recognition and appropriation of funds on a state-wide basis to help provide helping teachers for all of the counties in the state.

5. Perhaps the most difficult task the helping teacher faces is to help teachers become more creative. Teachers rarely display creativeness without the encouragement to do so from County Superintendents, helping teachers, school boards, and the community. It is suggested that a study be made of the administrative, supervisory, and community groups which foster creativeness in teachers by: (1) recognizing and utilizing individual differences, (2) developing a climate that will encourage the free flow of ideas from the teacher to the helping teacher and back again, (3) recognizing the need for readiness to learn and providing opportunities that

will foster readiness, (4) encouraging teachers to visit other teachers and observe other ideas and practices, and (5) using consultants in many different areas to develop new ideas. Workshops, clinics, and extension classes can be used to encourage teachers to develop creative ideas.

6. A little known area is the relationship of rural people to their schools. Studies should be made of ways and means of integrating the people of the community in the democratic learning process so that rural boys and girls and their teachers might better understand their communities.

7. Although there have been some studies made, there is still little known about rural children, their needs, and the effect of the rural environment upon their development. Helping teachers need to know a great deal about these factors if they are to help rural teachers understand these problems. It is recommended that studies in this area be expanded.

APPENDIX

GEORGIA TEACHERS COLLEGE

Collegeboro, Georgia

December 18, 1951

Mr. Verne Stockman
Audio-Visual Aids
Central Michigan College of Education
Mt. Pleasant, Michigan

Dear Mr. Stockman:

Please forgive me for my delay in answering your letter of November 16. Each day I have thought that I would get to it, but pressing duties have caused me to delay. Now, at last, I can tell you a few things that after thirty years I can remember about the launching of our supervisory program in Southeastern Michigan.

When I arrived in Michigan in June, 1921, I immediately set to work on the project. As you probably know, I had done both my Masters thesis at the University of Oregon and my doctoral dissertation at Columbia on the subject of Rural School Supervision. So, I was a sort of a "bug" on the subject and wanted to push it further.

These are items that may be of interest to you about it:

1. I began by sending out letters to the County School Commissioners of the State, stating that I desired to prepare "Helping Teachers". I described the type of people who I felt should be selected to take the work, and asked them to locate among their own rural teachers some people to nominate for this work. This they did and as a result, fifteen people were chosen.

2. They came in and took, as a rule, two years of work, completing the Bachelors degree with special emphasis on rural education.

3. We had a program of studies - a very pliable curriculum, selected to suit the situation of the individual students and at the same time the purposes of the program. Probably, as was the case with M. L. Smith at Central, it was mostly Pittman and enthusiasm - not a carefully worked out course.

4. We organized three groups - zones - of rural schools as the "Practice Area" for the program. Two of those groups of twelve rural schools each were in Washtenaw County and one was in Wayne County.

5. The teachers in the rural schools of Michigan at that time were nearly all high school graduates with six weeks of summer school at one of the Teachers Colleges. They needed guidance and inspiration.

6. The supervisors were "trained" in that sort of situation to work with that sort of situation.

7. The program was continued for several years. Dr. W. C. Hoppes of Teachers College, Marquette, came to assist me after I had worked with it for one year. The program was continued for several years.

8. Supervisors prepared according to this program were employed in four counties: Washtenaw, Wayne, Oakland, and Lene-wee, and perhaps another one or two. At one time there were fifteen Helping Teachers in that area round about Ypsi.

9. Mr. Fred Fischer of Wayne County and Miss Mary Jameson can give you the best personal interpretation of the program. Fred was Assistant Commissioner of Wayne when the program was in operation. Mary was a rural teacher at the beginning and later took the course and became a Helping Teacher. She can give you the program from A to Z. Mr. O. C. Eckley of the Ypsilanti Press was the Secretary of the Ypsilanti Chamber of Commerce and worked with us in connection with the Kiwanis of Ypsilanti. The files of the Ypsilanti Press might be helpful.

10. Further sources of background are:

- (1) "Successful Teaching in Rural Schools" - Pittman
American Book Company
- (2) "The Value of School Supervision" - Pittman
Warwick & York
- (3) "A Guide to the Teaching of Spelling" - Pryor
and Pittman McMillan
- (4) Yearbook of Rural Education, 1950 - N. E. A.

I trust that the foregoing material will be helpful to you. If there is anything that I can do further to assist you, please let me know. . . .

Yours very truly,

Marvin S. Pittman

MSP/gck

TABLE I, A
COMPARISON OF COUNTY A AND COUNTY B
BASED ON 1940 CENSUS

Census Items, 1940	County A	County B
Population, 1940	27,094	23,390
Land Area in Square Miles	520	464
Population per Square Mile	52.1	50.4
Urban Population	10,329	14,455
Rural-nonfarm Population	6,843	1,950
Rural Farm Population	9,922	6,985
% Pop. 25 Yrs. of Age and Over - 5 or more grades of Education	89.5%	89.1%
% Pop. 25 Yrs. of Age and Over - High School Education	24.5%	23.7%
Population in Labor Force (14 Yrs. and Over)	9,214	7,966
Total Number Employed	8,289	6,877
Employed in Agriculture	1,856	1,751
Residence Structures	7,085	6,654
Nonfarm Dwellings	4,770	5,163
Rural Farm Dwellings	2,582	1,988
% Running Water - Rural Farm	19.2%	32.1%
% Electric Lights - Rural Farm	64.7%	39.8%
Residence Telephones	4,777	2,937
Number of Farms, 1945	2,120	1,279
Value Farm Property in 1000's of \$	10,609	8,608
Average Value per Farm in \$	5,021	5,333
Val.Farm Products sold in 1000's of \$	1,676	1,653
Rural Level of Living Index	113	109

INFORMATION SHEET FOR HELPING TEACHERS

(Summary of Reports from 24 Helping Teachers
in 20 Counties)

	Median	Mean
No. of years in present helping teacher position	3.0	4.71
No. of years in other supervisory positions	4.0	5.17
No. of years your county has had a helping teacher or rural supervisor	7.5	10.20

How many courses have you had in:

1. Supervision	2.0	2.29
2. Rural Supervision	1.5	1.69
3. Testing	1.5	1.75
4. Conducting Surveys	1.0	1.23
5. Child Growth and Development	2.0	2.59

How many teachers do you usually visit a month? 40.0 43.73

How many teacher-groups do you meet a month? 4.0 4.00

1. Large meetings	2.0	2.18
2. Small discussion groups	3.0	3.53

Check the following duties with which you are usually concerned during a school year: Total Checks

1. In-service training of teachers	20
2. Visits to schools	23
3. Consultant in special cases	21
4. Promote public relations	20
5. Participation in community activities	18
6. Make home calls	20
7. Conduct special tests	22
8. Assist in workshops	19
9. Meet with teacher-groups	23
10. Issue news bulletin	21
11. Set up refresher courses for teachers	13
12. Make reports	18
13. Cooperate with other agencies such as the Health Department and Red Cross	22
14. Distribute professional materials	23

Other items listed by individual helping teachers

	Checks		
1. Hot Lunch	2	8. Child Develop. Groups	1
2. Vision Tests	1	9. Professional Organizations	3
3. School Camping	1	10. State Curriculum Comm.	1
4. Music Meetings	1	11. County Attendance Work	2
5. County Institute	1	12. Visit Pre-school Clinics	2
6. Visual A. Programs	1	13. County Planning Comm.	2
7. 8th. Grade Ex.	1	14. Social Meetings for Beginning Teachers	1

HELPING TEACHERS REPORTS IN COUNTY A

The first helping teacher in County A made her visitation reports to the County Superintendent of Schools on 3 x 5 cards. They had a mimeographed form which she used. Below is a copy of one of these reports.

HELPING TEACHER'S REPORT	
Teacher <u>Orian Daviss</u>	Day's Mileage <u>27</u>
Date <u>1-8-47</u>	School <u>Phillips #2</u>
Time of Visit <u>Noon - 2:30</u>	
Discipline <u>Good</u>	
<i>Is doing a good job. Has needs of children in mind.</i>	

The second helping teacher in County A used a much more complete printed form for her reports to the County Superintendent. After filling in the report form, she used the back for her own personal comments. A copy of one of her reports follows.

TEACHERS CHECK CARD

Name Gerrie Kenaley Township Lincoln No. 4 Date 11-15-50

	Good	Ave.	Below Ave.
Personal Development			
Dress and appearance - - - - -	✓	-	-
Controls voice - - - - -	-	✓	-
Engages in school interests - - - - -	-	✓	-
Social Development			
Gets along easily with others - - - - -	-	-	✓
Engages in community activities - - - - -	-	✓	-
Professional Development			
Shows sympathetic understanding of boys and girls - - - - -	-	✓	-
Provides for their individual differences - - - - -	-	✓	-
Guides discussion without doing all the talking - - - - -	-	✓	-
Teachers Control of Method			
Takes more college work to become a better teacher - - - - -	-	✓	-
Secures desirable learning results - - - - -	-	✓	-
Has good discipline - - - - -	✓	-	-
Teachers School Relations			
Adapts to local school situation, methods, and opportunities - - - - -	-	✓	-
Shows capacity for professional growth - - - - -	-	✓	-
Willingly assumes share of additional responsibility - - - - -	-	✓	-
Sincerely interested in suggestions - - - - -	-	✓	-
Physical Characteristics of Room or Building			
Care of school property - - - - -	✓	-	-
Room lighting and temperature - - - - -	✓	-	-
Room decorations - - - - -	✓	-	-
Condition of toilets - - - - -	✓	-	-

Program Posted Yes No ✓

Flag Displayed Yes ✓ No

On the back of the foregoing report the second helping teacher in County A made the following comment:

"Miss K. isn't doing any more than she can get by with. I listened to three reading classes - Beginners, 1 and 2 - There was little or no preparation. I looked at one work book and it wasn't checked. No board work. Room was neat and attractive. Most of work up looked like Mrs. Rossley's room. She had so little to say to the children - and she has a small group."

QUESTIONNAIRE

The Role of the Helping Teacher in Improvement of Teaching Methods and Techniques

1. Planning and teaching units based on natural centers of interest.
2. Planning with pupils in the management of the school or class activities.
3. Using the out-of-door experiences of children.
4. Discovering specific procedures and devices for use in the local school situation.
5. Provide opportunities for groups of teachers to share their experiences and plan together ways of meeting their problems.
6. Helping the teacher appraise her strengths and weaknesses.
7. Helping the teacher who is untrained in music and art to find ways of giving children experiences in these areas, perhaps by using other members of the community.
8. Directing 4-H Club work.
9. Teaching a class for the teacher to show the teacher some different procedures or devices.
10. Give a demonstration lesson before a group of teachers.
11. Giving teachers an opportunity for visiting other teachers to observe best current practices.
12. Using such learning aids as films, trips, dramatizations, etc.
13. Selecting audio-visual materials that will stimulate the learner and enrich his experience.
14. Helping the teacher to build community attitudes favorable to providing adequate instructional equipment.

[illegible]

QUESTIONNAIRE

The Role of the Helping Teacher in Developing Community and School Relations	Greatly Need Help	Would Be Useful	Do Not Consider Help Necessary	Necessary But Not Job of Helping Teacher
1. Making the school a part of community life.				
2. Planning and conducting surveys of community resources and needs.				
3. Securing better understanding of the school on the part of the parents.				
4. Advising the teachers about community standards.				
5. Learning how to translate the problems and issues of modern society into classroom activities.				
6. Locating and using persons, places and objects of instructional value in the community.				
7. Possible cooperation with farm and community groups.				
8. Using visits and other means of becoming acquainted with parents.				
9. Learning how to balance individual welfare with group welfare.				
10. Developing self-discipline in the child.				
11. Guiding the individual without harming the group and vice-versa.				
12. Discovering sources of potential irritations in the school and community that may become school problems later.				
13. Developing group standards of conduct.				
14. Learning to guide the energies of children in wholesome, interesting work and play.				

QUESTIONNAIRE

The Role of the Helping Teacher in Administering the School

1. Helping the teacher advise the school board to become aware of the needs of the school and their responsibility for the fulfillment of those needs.
2. Helping the teachers make final decisions on classification and promotions of pupils.
3. Helping the teacher provide publicity for a good school.
4. Coordinating the local school health needs with the county and state health programs.
5. Helping in developing school and community groups such as P.T.A.'s, Mothers' Clubs, etc.
6. Speaking or acting as consultant to groups that will help interpret the schools to the community.
7. Helping the teacher orient herself in a new community.
8. Advise local boards and teachers as to the suitability of a particular teacher for a particular job.
9. Encourage teachers to develop confidence in new situations.
10. Making available a professional library for the needs of the teachers in the county.
11. Helping in room and grounds arrangements.
12. To provide through various publications an interpretation of the program and policies of the county board of education.
13. To acquaint the teacher with the newer instructional practices and materials available.
14. To help teachers to learn to work together by working in small groups.
15. To help teachers to become active participants in teachers' meetings.
16. To provide ways that teachers may bring in minority opinions, grievances, and irritations.
17. To get teachers to set up an evaluation of helping teachers.

[illegible]

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