THE ARMY GENERAL EDUCATIONAL DEVELOPMENT PROGRAM IN THE CONTINENTAL UNITED STATES: A SURVEY RELATIVE TO PRINCIPLES AND PRACTICES OF ADMINISTRATION AT THE ARMY POST LEVEL

By

Stuart R. Westerlund

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ABSTRACT

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The Problem

The last decade has witnessed significant growth and accomplishments in the Army General Educational Development Program. With this growth has come an increased need for the establishment of a set of administrative principles and practices and for advancing the knowledge of these among Army Post Directors of G.E.D.

The main purpose of this study was to develop a set of administrative principles and practices which can be used as a guide in the administration of the Army G.E.D. Program at the post level.

The study was delimited to the continental United States.

Procedure

The literature was reviewed to obtain a brief history of the Army G.E.D. Program.

The researcher visited ten Army Education Centers for the purpose of interviewing post directors of G.E.D. From these interviews, it was determined that three important areas of educational administration in the G.E.D. Program are supervision, guidance, and personnel administration.

The literature was reviewed for the purpose of obtaining a set of administrative principles and practices for these three areas.

A total of one-hundred and fifty principles and practices were listed on a rating form and were submitted to a panel of experts and also to every Army Post Director of G.E.D. in the continental United States. Each principle or practice was rated "important" or "not important", and the results were treated statistically by means of the chi-square technique and also by the Spearman rank order correlation technique.

Chi-square tests at the .05 level revealed that eighty-two principles and practices were considered by both groups to be important.

The rank order correlation - coefficients showed that a significant relationship exists relative to agreement of the panel and the field as to the importance or non-importance of the various principles and practices.

Conclusions

The Army General Educational Development Program is an important part of the United States Army. The contributions of this program to the individual soldier, to the United States Army and to the nation have been significant. Goals and objectives are continually being raised, and increased command support contributes to the achievement of these goals and objectives.

There are similarities between selected principles and practices which govern certain aspects of public school administration and those which are applicable to the Army G.E.D. Program. The G.E.D. Program is definitely unique in certain respects; nevertheless, specific principles

and practices of educational administration are as necessary for sound programs of education in the Army as they are in any other type of educational program.

Certain principles and practices of educational administration in public education can be used as a guide in the administration of Army Education Centers.

There is considerable agreement between the field and the panel as to whether or not certain selected principles and practices are important or not important for the G.E.D. Program. This would indicate that there is considerable agreement between those who formulate policy for the G.E.D. Program and those who implement the policy.

Eighty-two principles and practices, from the one-hundred and fifty listed on the rating form, were considered to be important by both the panel and the field. They constitute a set of basic principles and practices which may have potential for the improvement of administration of the G.E.D. Program at the Army post level.

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CHAPTER I

THE PROBLEM

Introduction.--"The foundations of adult learning in the United States are imbedded deeply in the philosophy and history of a democratic society. Freedom to learn meant to the American pioneers not only an open gate to knowledge wherever their curiosity led them, but also a long pathway on which they could travel all the days of their lives."[1]

Until World War I, adult education had been developed as an adjunct to other programs or institutions, and it was not until 1924 that the term "adult education" came into general use in America.[2]

Adult education has experienced a phenomenal growth in the past three decades. This was due in part to the great depression era which gave impetus to the growth of vast programs of special training; new educational activities having potential for fostering economic recovery were advocated by our nation's leaders. The federal government undertook several noteworthy programs in adult education such as the Works Progress Administration, the National Youth Administration, and the Civilian Conservation Corps - as well as many other such programs.[3]

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[1]Chris A. DeYong, American Education, Fourth Edition (New York: McGraw-Hill Book Company, Inc., 1960) p. 173.

[2]Ibid., p. 178.

[3]Ibid.

These programs brought the field of adult education into a place of prominence in the education world and established it as the fifth level of our educational system - the natural culmination of pre-elementary, elementary, secondary, and higher education.

World War II increased the need for trained minds, and this led to additional expansion in the field of education. Economic and technological developments demonstrated quite clearly that an inadequately educated adult was a liability in our society. The failure of individuals to develop their potential meant failure to develop essential productivity, which situation the United States could not afford during this crucial period.

Thus, our nation's leaders increasingly recognized the importance of adult education, and when World War II began, and many thousands of young men were called into the armed forces, there went with them a desire for advancement, which the depression of the 1930's had taught them could best be achieved through education.

This interest in adult education gave impetus to what was destined to be one of the world's largest adult education programs, the Army General Educational Development Program (GED).

Need For The Study.--The growth of the G.E.D. Program was cautiously slow in the early stages. The last decade has witnessed significant growth and accomplishments in the program, and with this growth has come an increased need for the establishment of a set of administrative principles and practices and for advancing the knowledge of these among Army Post Directors of General Educational Development. It is desired that the outcome of this study will provide a set of administrative principles and practices which Army Post Directors of

G.E.D. can use as a guide in the development of administrative principles and practices for their own respective programs. This study will also provide needed information for prospective Directors of G.E.D.

Because, to the writer's knowledge, no such study exists, a study relative to administrative principles and practices for Army Post Directors of General Educational Development is needed.

Statement Of The Problem.--The purpose of this study will be fourfold as follows: (1) To write a brief history of the Army Education Program with emphasis on the period 1953-1962 relative to major developments and accomplishments. (2) To review literature on educational administration for the purpose of obtaining a comprehensive list of principles and practices which may have potential for the improvement of the G.E.D. Program at the post level. (3) To develop a rating form relative to the selected principles and practices. This rating form will be submitted to a panel of experts and to Army Post Directors of G.E.D. in the continental United States. The principles and practices will be rated "important" or "not important" in terms of their applicability and merit to the Army G.E.D. Program (4) The rating forms received from the two groups - panel of experts and Post Directors of G.E.D. - will be analyzed and conclusions drawn. Recommendations will be made in the light of the analysis of data.

Delimitations.--This study will consider only Army Education Centers in the continental United States. This will exclude Army Education Centers in other parts of the world, as well as programs of education of the other military services.

The study of the principles and practices will be limited to

those areas of educational administration which are discovered, by means of interviews with a number of Post Directors of G.E.D. to be the most critical areas of educational administration at the Army Post level.

The rating form will be delimited to a total of one-hundred and fifty items.

Assumptions.--There are similarities between selected principles and practices which govern the Army Education Program and those which govern public education. Accordingly, a set of principles and practices having potential for the improvement of educational administration at the post level can be determined.

This study will help to create an "awareness" on the part of Post Directors of G.E.D. of the need for the development of a framework of principles and practices for their own respective education centers; principles and practices set forth in this study will serve as a guide.

Methodology.--The plan to be followed includes these points: (1) The literature will be reviewed to obtain a brief history of the Army General Educational Development Program. (2) The researcher will visit a minimum of ten Army Education Centers for the purpose of conducting interviews, a determination will be made as to which areas are of most concern relative to the administration of the Education Centers. (3) Having determined the several broad areas, literature will be reviewed for the purpose of selecting a comprehensive list of suggested principles and practices for each area under consideration. This comprehensive list of principles and practices will be analyzed and those which appear most frequently will be included on the rating form. The

writer's own professional judgment will also be used in selecting the principles and practices for the rating form. On the basis of the writer's own intimate acquaintance with the Army Education Program, and interviews with a number of Post Directors of G.E.D., a determination of applicability can be made concerning a large number of suggested principles and practices. Those principles and practices which are definitely foreign to the G.E.D. Program will be excluded and will not be listed on the rating form. The total number of principles and practices to be listed on the rating form will be limited to one-hundred and fifty. (4) The selected principles and practices will be submitted to a panel consisting of persons from Department of Army; Headquarters, Continental United States Army; Headquarters, Zone of Interior Armies; and persons from several universities currently participating in the General Educational Development Program. The selected principles and practices will simultaneously be submitted to every Army Post Director of G.E.D. in the Continental United States. The principles and practices will be rated "important" or "not important" in terms of their applicability and merit to the G.E.D. Program. An explanation of the purpose of the study, as well as definitions of "important" and "not important" will be included in the rating instrument. (5) The completed rating forms will be treated statistically by means of chi-square goodness of fit tests and chi-quare tests of independence at the .05 level of significance. A two-by-two chi-square goodness of fit test will be made for each principle and practice rated by the panel, and a separate test for each principle and practice rated by the Post Directors of G.E.D. chi-square tests

of Independence will then be made for each principle and practice utilizing the ratings of both the panel and the post directors of education. The result will be a total of approximately three-hundred chi-square goodness of fit tests and one-hundred and fifty chi-square tests of independence. The results of these tests will disclose those principles and practices which both the panel and the post directors of education agree to be important to the Army General Educational Development Program. This set of principles and practices will be furnished to every Army Post Director of G.E.D. in the continental United States to be used as a guide in establishing a framework of principles and practices for their own programs.

Spearman rank order correlation coefficients will also be computed to determine the extent of agreement between the panel and the field.

Types of Source Material.-- Various types of source material will be used in the study, including (1) Data received from the completed rating forms, (2) Army Regulations, (3) Letters on file at Department of Army Education Section, (4) Department of Army and CONARC Directives, (5) Books and articles relating to the topic under study, (6) Personal interviews with a number of Post Directors of G.E.D., and (7) The personal experience of the writer.

DEFINITIONS OF TERMS USED

General Educational Development Program.-- That part of the Army's educational system which is devoted to instruction in subjects normally taught in civilian academic and vocational schools. It is not an integral part of the military training program.[4]

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[4]DA Pamphlet No. 20-125, "Army Forty Hour Discussion Leaders' Course," Department of the Army (Washington: United States Government Printing Office) p. 100.

Army Education Center.--"A portion of an installation, together with its personnel and equipment, provided and designated by the commanding officer for Army Education Program activities."[5]

The United States Armed Forces Institute (USAFI).--Serves education centers with texts, tests, correspondence courses and many other educational facilities.

Testing Center.--"That part of the education program conducted by a military installation which has been authorized by its responsible service agency to stock and administer USAFI tests."[6] May also administer other standardized as well as teacher-made tests.

Army Post Director of General Educational Development.--The individual employed by the Army to administer the G.E.D. Program at the Army Post level; to act as technical adviser; to guarantee continuity in the education program; to render guidance to service personnel; and to act as a coordinator between the G.E.D. Program and civilian educational institutions. Formerly called Education Advisor.

Off-Duty Program.--Includes that part of the educational activity that occurs during the soldier's leisure time while he is not engaged in performing his normal military duties.

Administrative Principles and Practices.--Principle is here meant to imply something established as a standard or test, for measuring,

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[5]AR 355-30, "Troop Information and Education, Army Education Program," (Washington: U. S. Government Printing Office, 24 April 1951) p. 3.

[6]Armed Forces Education Program Study Guide, 1949 (Pennsylvania: Armed Forces Information School, Carlisle Barracks, July 1948) p. 1.

[7]SR 355-30-1, "Troop Information and Education, The Education Program Administration," (Washington: Government Printing Office, 2 August 1950) p.4.

regulating, or guiding conduct or practice. In operation, a principle usually involves a number of specific practices. Example of principle: The administrator should make adequate provision in the budget for carrying on the guidance program.

Practice is here meant to follow, observe, or use habitually or in customary practice. It is also meant to imply methods or techniques involved in putting a principle into practice. With reference to the example above, practice would have reference to the "how". Example of practice: The guidance staff should be involved in a program-budget-working-group.

The term administrative is used in a broad sense to include educational services for which the administrator is held responsible.

SUMMARY

Interest in adult education gave impetus to what has become one of the world's largest adult education programs, the Army General Educational Development Program. Growth was slow in the early stages; however, the last decade has witnessed significant growth and accomplishments in the program. This has resulted in an increased need for the development of a set of principles and practices having potential for the improvement of the program. To this end, the literature will be reviewed and a rating form developed. The rating form will be submitted simultaneously to a panel of experts and to every Army Post Director of G.E.D. in the United States for the purpose of determining which principles and practices both groups agree to be important for the Army G.E.D. program.

The data obtained from this survey will be treated statistically and those principles and practices discovered to be statistically significant will be furnished to every Army Post Director of G.E.D. in the United States to be used as a guide in the development of a framework of principles and practices for their own respective programs.

CHAPTER TWO

A HISTORY OF THE G.E.D. PROGRAM

In 1777, General Washington, on behalf of his Army, requested from Continental Congress a small printing press to follow Headquarters. He also requested other educational materials, and, though both requests were tabled and forgotten, it nevertheless illustrated the importance placed upon education by military leaders.[1]

In World War II the armed services of the United States were not subjected to such limitations. During that war, men in uniform combined their efforts with those of civilian consultants to define the purposes of and to develop in the field an extensive program of off-duty educational opportunities. The words of Major General F. H. Osborne, Director of the Information and Education Division, Army Service Forces, in writing of the Division's accomplishments during the war years, might well be taken as a summary of the purposes of the entire off-duty educational efforts of the armed services during World War II.[2]

> It has been the purpose of Information and Education that the American Soldier should be the best informed and best educated soldier in any army. To reach this objective, the following methods were evolved over the past four years:

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[1]Philip S. Foner, Morale Education in the American Army, (New York: International Publishers, 1944) p. 17.

[2]F. H. Osborn, Information and Education Division, (Privately printed and distributed by the author, October 1945).

> Provision of full and unbiased information; opportunities for free discussion of that information; and the opportunities for formal education in off-duty time or during training prior to discharge. The value of such an approach for an American Army in time of war has been proved by its broad acceptance in training for combat. In time of peace the practice of these fundamentals of the American tradition will help the Army to maintain public confidence in the type of training given its young men.

Off-Duty Education Prior to World War II

During the First World War, the Army had come to recognize the need for assuming a direct responsibility for many activities which were loosely defined as affecting morale. Backing was given to a proposed postwar education program, in the beginning largely financed by the YMCA. The YMCA education officers were later transferred into an Army Education Corps, and the War Department set up an education and recreation program which was active after World War I in the camps in the United States. Just prior to the end of the war, a Morale Branch was established in the General Staff for the purpose of coordinating work of the civilian welfare agencies and taking appropriate action relative to factors influencing morale in the Army.[3]

A new Morale Division was organized twenty years later when the Mobilization Regulations of October 28, 1939, were written. Morale was then defined in terms of physical welfare: food, leave, discipline, and recreation. A Morale Division of the Adjutant General's Office was established when the provisions of these regulations were put into

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[3]"Study of Information and Education Activities: World War II," (Washington: On file in the Historical Division, Office of the Secretary of Defense, Education Division, Special Staff) p.20.

effect in the Summer of 1940. In actuality, this Division had no responsibility to develop a program of education; but was an administrative office performing such services as: the showing of films, hiring librarians, etc.[4]

The Mobilization Regulations of 1939 also provided for the appointment of a committee of civilian and military experts in welfare and community - service activities, to advise the Secretary of War on the relation between activities of the Armed Services and those of other governmental and private agencies. This committee was not an operating agency, but played a major role in the establishment of educational programs for service personnel. The first chairman was Frederick H. Osborne, later director of the Special Service Division and the Information and Education Division.[5]

Several months after the establishment of the Morale Division in the Adjutant General's Office, a conference of morale officers was held in Washington. It became clear during the conference that morale theory and practice were far apart. It had also become quite clear during the months preceding the conference that the War Department's existing machinery was not adequate to do the job of welfare and recreation, or to "enable the Chief of the Morale Division at all times to know the state of morale of the Army."[6] Therefore, on March 14, 1941, a Morale Branch of the Army was established, and functioned under the control of

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[4]Cyril O. Houle, The Armed Services and Adult Education, (Washington: American Council on Education, 1947) p. 15.

[5]Ibid., p. 16.

[6]Ibid.

the Chief of Staff. Major General James A. Ulio was named Chief of the Branch, and when he became ill in August 1941, Frederick Osborne was commissioned a Brigadier General and appointed Chief of the Morale Branch.[7] The following four factors help to explain the rapid expansion of the education program under General Osborne's direction.[8]

1. General Osborne's background and interests enabled him to select personnel interested in matters of education, information, and the Social Sciences.

2. The morale of the Army came into the public eye as evidenced by the stimulus of public interest and criticism.

3. An intensive research project on matters of morale was initiated right after the attack on Pearl Harbor. The results served as a scientific background for the growth of the program.

4. The most important factor of all was the development of the needs and demands of an expanding Army which were reported to the War Department. Among these demands were requests for off-duty classes on non-military subjects.

Until the outbreak of war in December, 1941, the education program was confined to the field of leisure time activities in the plan for military personnel.[9]

Off-Duty Education After World War II

After war was declared, the education program was reconsidered in terms of immediate and long-range objectives. The immediate objective

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[7] Ibid., p. 17.

[8] "Study of Information and Education Activities: World War II," op. cit., p. 22

[9] History of Army Education Branch to 30 June 1944, (Washington: Office, Chief of Military History, December 1944) I, 6.

was to help the Army Commanders maintain high morale and increase the efficiency of military personnel. The long-range objectives were planned to educate military personnel relative to the resumption of civilian life.[10]

To meet these objectives, three important educational activities evolved: The United States Armed Forces Institute (USAFI), the off-duty Education Program, and plans for the post-hostilities program for inactive theaters.

As a result of new demands and renewed interest, the Morale Branch changes its name, established new services, and began implementing its field operations. On January 15, 1942, the name of the Branch was officially changed to the Special Services Branch.[11] On June 30, 1942, The Education Section removed from the Welfare and Recreation Division and set up as a separate division within the Special Services Branch. Later, the Special Services Branch became the Special Services Division, and the Education Division was designated as the Education Branch. In November 1943, Education, Information, Orientation, and Research Activities were separated from Special Services and redesignated the Morale Services Division. A short time later, the Information and Education Division was formed as a part of the training program, but this arrangement lasted but a very short time; and on November 10, the Morale Services Division was formed with Information and Education as one of its functions. Finally, in the Spring of 1945, Information and

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[10] Ibid., p. 6

[11] Houle, op. cit., p. 19.

Education was separated from Special Services and was established, as an independent division in the European Theater.[12]

The United States Armed Forces Institute (USAFI)

The Army Institute, the predecessor of the United States Armed Forces Institute, was established at Madison, Wisconsin on April 1, 1942. As a result of changed conditions created by the declaration of war, earlier plans to use only military personnel in the operation of the Institute were altered to include the maximum use of civilian personnel. Instructional service in connection with noncredit courses offered directly by the Institute was provided by the University of Wisconsin under government contract.[13]

> After the Army Institute was formed, it became evident that self-teaching and test materials would be needed in addition to the normal type of correspondence courses. In April 1942, the Chief of Special Service requested that the subcommittee on Education of the Joint Army and Navy Committee take the necessary steps to provide such materials. The Subcommittee appointed a group of experts as an advisory committee on the Army Institute to recommend administrative procedures for the development of the education program and to work with staffs handling testing and teaching materials. Later, as the Advisory Committee for the United States Army Institute, this group continued to review the Institute's educational program and to plan for accrediting educational work in the Army.[14]

In February 1944, civilians began to replace commissioned and

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[12]David Berry, The Principles of Non-Military Education as Practiced In The Education-Program of the United States Army, (University of Maryland: Unpublished Master's Thesis, 1952) p.9

[13]Houle, op. cit., p. 84.

[14]Ibid.

enlisted personnel at USAFI, and many of the enlisted men were assigned to overseas branches of the Institute.

Following the successful establishment of a USAFI branch in Hawaii, requests by other Commanding Generals were received and acted upon. By August 30, 1944, USAFI had expanded its services throughout the entire world.[15]

This rather unparalleled expansion resulted from excellent support on the part of military and civilian personnel in overcoming such major problems as supply and the proper training of education officers. Until February 15, 1944, the matter of supplies was handled by the various Ports of Embarkation. The Sub-committee of the Joint Army and Navy Committee on Welfare and Recreation assisted in accomplishing the selection and placement of education officers.[16]

Throughout the entire war period, USAFI continued to expand its services. In order to allow soldiers and sailors the opportunity to work directly through various colleges and universities, eighty-five American universities cooperated with USAFI in providing courses. The Army agreed to pay one-half of the cost of each course. This tremendous expansion of USAFI resulted in the distribution of educational materials, selecting and editing textbooks, and developing special training aids to be used in off-duty classes in the Army. The keen interest and serious attitude of soldiers towards the education program had been manifested even during the war in the unusually high percent of all enrollees who

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[15]History of Army Education Branch to 30 June 1944, op. cit., p. 12.

[16]Berry, op. cit., p. 16.

successfully completed their correspondence courses.[17]

On July 1, 1942, the Institute's total enrollment in correspondence courses was 1,255; a year later enrollment increased to 40,804; and by June 1944 climbed to 250,000.[18] As a result of this expansion, Secretary of War, Robert D. Patterson, when making an inspection of USAFI in 1945, announced that "it had earned its full place of importance in the Army and was now to be considered a regular establishment of the peacetime services."[19]

In 1949, one year after the establishment of the Department of Defense, the Armed Forces Information and Education Division was established as a part of the Office of the Secretary of Defense. USAFI was then transferred from the Department of the Army to the Department of Defense.[20]

Trends in USAFI enrollments in 1950 showed that one percent of enrollees were at the elementary level; about 45 percent in high school; about 28 percent in college; and approximately 26 percent in vocational-technical courses. It should be noted that this represents individual enrollees only. Inasmuch as most of the elementary courses in the USAFI program are offered only through group enrollment, a much larger percentage of elementary enrollees would be indicated if group

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[17]Study of Information and Education Activities: World War II, op. cit., p. 5.

[18]Houle, op. cit., p. 96.

[19]Berry, op. cit., p. 15.

[20]Information Pertaining to the Origin, Growth and Mission of the United States Armed Forces Institute, compiled by the Staff, USAFI, 28 April, 1950.

study classes were included.[21]

The Group Study Program

Many civilian educators believed that the primary features of the armed services off-duty educational programs were to be found in leisure-time classes, in the methods of teaching spoken foreign languages, and in Army discussion groups. These programs had a broad curriculum, and the courses offered were designated to meet the needs and desires of the soldiers.[22]

The end of the war had opened a wider field for non-military study, and the preparation of three years for the Army Education Program after the war was bearing fruit. "Army University Centers at Florence in Italy, at Shrivenhan in England, and at Bearritz, France were providing for over seven thousand men, courses of study equal in range and quality to the best American university summer schools."[23]

The Army recognized the need for carefully selected education officers both for staffing new USAFI branches and for planning and supervising arrangements for locally organized classes. In February 1942, steps were taken to obtain Reserve Officers for this purpose. This was unfavorably considered; however, on May 5, 1942, the Chief of Staff approved the procurement of 150 specialists through the Army Specialist Corps to serve as education advisors.

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[21] Ibid.

[22] Houle, op. cit., p. 102.

[23] Study of Information and Educational Activities: World War II, op. cit., p. 5.

> With the active assistance of the Sub-Committee of Education of the Joint Army and Navy Committee on Welfare and Recreation, the selection of educational advisers was begun on 3 July 1942. Because these advisers were needed for administrative planning and general supervision of educational programs, selection interviews were held with men serving as deans of colleges, superintendents and principals of schools and in other supervisory or administrative posts in educational organizations.[24]

Local off-duty study programs increased rapidly as education officers were assigned to headquarters and to local posts and units, and as specially selected textbooks and other materials for group instruction were made available through USAFI. In some organizations where personnel were sufficiently permanent to warrant their enrollment in local classes, the offerings of off-duty schools were comparable in scope and variety to those of outstanding civilian institutions.[25]

Recognizing the fact that soldiers would be located in many foreign countries and would be required to perform duties requiring the knowledge of as many different languages, the Education Section of the Welfare and Recreation Division was requested to help in the preparation of foreign language texts to supplement information manuals in foreign countries. The supplement manuals were designed to maintain morale by assisting troops to speak the language of the area in which they were stationed. In addition to the handbooks, phonograph records and special teaching aids were to be prepared and distributed for use in group instruction.

> By early 1943, "the Director of Special Services Division was made responsible for the preparation of foreign language materials. These projects now included

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[24]Memorandum for the Chief of Staff, Subject: "Outline of the Education Program," SS 353.0 (5-5-42) Ex, dated 5 May 1942, p. 24.

[25]Houle, op. cit., p. 102.

> the language guides and accompanying phonograph recordings in a total of thirty-seven foreign languages, military phrase books in thirty-one languages, military dictionaries in twenty-two languages, and general-purpose dictionaries in nine languages. The development of these materials was assigned to the Education Branch."[26]

Under the supervisory and editorial control of the Education Branch, D. C. Heath and Company and the American Council of Learned Societies prepared the various courses, with a special edition of each course to be published as a War Department Education Manual for the USAFI. They soon became known as the Spoken Language Series designed for instruction in beginning spoken foreign languages by means of rote memory.[27]

The Post World War II Program

Early in 1943, the Army Education Branch began to formulate tentative recommendations for an Army Education Program to be conducted following cessation of hostilities. This phase of the program is referred to as the Army Education Program, or the AEP. On November 30, 1943, the Morale Services Division, in recommending policies and plans for the AEP in the post-hostility period, utilized materials already developed and procedures previously established. In December 1943, the technical services were requested to submit training course outlines and other instructional material for possible use in the AEP. After careful examination of courses and after conferences with the technical services, however, it was found that the Army's training courses were

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[26] Ibid., pp. 106-107.

[27] Ibid., pp. 107-108.

not suitable for the AEP because service operations in the Army in wartime are necessarily different from those in civilian occupations in peacetime. It became clear that if the vocational instruction and training offered Army personnel in the AEP were to prepare them for readjustment to civilian occupations, the instructional materials used must be obtained from civilian sources.[28]

Vocational education experts in the United States Office of Education were asked to provide a standard "blue-print" of vocational courses for the AEP. That office however, indicated informally its reluctance to make such a definite "blue-print" and suggested that its recommendations should be supplemented by the suggestions and criticisms of other vocational experts. The "blue-print" as finally drawn up contained some 200 courses.[29]

It was recognized that many individuals who desired to participate in the program would have very little education; therefore, it was decided that literacy training would be stressed. For both the current and the contemplated post-hostilities programs, the USAFI editorial staff intended to make available certain essential materials at elementary school level and a reasonably complete coverage of secondary-school subjects and of college subjects through the sophomore year.[30]

> The Army Education Program, as laid down by the War Department Readjustment Regulations, RR 1-4 (Army Education Program), and TM 28-205, (Army Education Program for Inactive Theaters), continued to be in effect for the first six months of 1946. The inactive theater program provided the following types of

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[28]Memorandum for Chief of Staff, op. cit., p. 25.

[29]Ibid., p. 29.

[30]Ibid., p. 20.

> educational opportunities: (1) Literacy training for those whose level of educational achievement was below the fifth grade; (2) Technical and vocational instruction, including supervised on-the-job training; (3) General education ranging from elementary through college courses; (4) University instruction; (5) Educational advising; and (6) USAFI courses which provided---upon application---technical, elementary, high school, and college correspondence and self-teaching courses. General Educational Development tests were also available from USAFI to assist the soldier in his readjustment and educational placement in a civilian school or college upon return to civilian life.[31]

During the latter part of 1946, educational advisement policy changed very little. "While the need for counseling and the benefits to be derived therefrom continued to be recognized, some of the former emphasis on advising military personnel on civilian educational and occupational matters was diminished in conformity with the changing outlook of members of the Armed Forces."[32] When demobilization was accomplished, the career soldier started to think of his educational needs as a serviceman rather than as a prospective civilian; educational advisement changed to follow that new interest and need.[33]

Elementary education for adults continued to be an important part of the education program. In spite of changes incident to the shift from a war-time to a peace-time army, it was necessary to continue the

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[31]"History of Army Education Branch, January - June, 1946" (Washington: War Department, Special Staff, Information and Education Division, Army Education Branch, On File in Office, Chief of Military History) p. 33.

[32]Ibid., p. 34.

[33]Ibid.

adult education program on the elementary level for an indefinite period.[34]

> In June, 1946, a conference was held in the I.G. Farben Exposition Building in Hoechst, Germany, to design the administrative structure for a new education program which would provide for the educational facilities in the shortest possible time within the limits of the available funds. The conference was opened by Colonel Edwin P. Lock, then Theater Chief of Information and Education Services. According to the plan presented, off-duty schools were to be distributed over ten districts in the United States Zone. Each district was to have a civilian education supervisor, whose responsibilities would include the establishment and operation of local education centers wherever troop strength warranted it. The zone was divided into areas, each area further divided into two districts. Each area was to have a consolidated school (so-called because it consolidated all education activities in a sector of the zone into one center) and each district was to have a district school. Further, this plan called for some standardization of the curriculum to provide an effective method of providing an education program for the greatest number of troops in the most efficient manner. Special schools were to be established where specialized subjects, such as literacy training, were to be given. While in a sense this new plan curtailed the education program, it provided a sane operational basis for an extremely critical period of transition.[35]

On March 23, 1948, Army Regulations Number 85-10 was published. It defined the Army Education Program as being that part of the educational activity "which is devoted to instruction in subjects normally taught in civilian academic and vocational institutions for the purpose of raising the educational level of the individual, and which is a part of the training program established to meet military requirements."[36]

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[34] Ibid.

[35] Berry, op. cit., p. 33.

[36] AR 85-10, "Troop Information and Education, Army Education Program," Department of the Army (Washington: Government Printing Office, April 24, 1951).

This regulation presented four main objectives:

1. Provided the education necessary for the soldier to perform his assigned duties efficiently and to enable him to understand the significance of those duties in relation to the functions of his unit and the over-all mission of the Army.

2. Enable the soldier to meet the educational requirements for promotion.

3. Provide continuing educational opportunities for the soldier.

4. Assist the soldier to employ his leisure time profitably, and to satisfy intellectual interests.[37]

After joining the staff of Brigadier General Charles Lanham, Chief of the Army Air Force Troop Information and Education Division, Colonel Stephen McGiffert i spected the Information and Education Program in the European Command. Upon his return to Washington, he developed a completely new series of regulations on Troop Information and Education, including Army Regulations 355-5, Army Regulations 355-20, and Army Regulations 355-30. This series of regulations presented the idea of eliminating, by means of education, illiteracy in the Army and reducing the intermediate educational level groups within the Army.[38]

Special regulations outlining the administration procedures for the operation of the Army Education Program appeared on August 2, 1950. This Special Regulation, SR 355-30-1, outlined specific provisions for the administration of the Army Education Program.

The results of a survey in 1948 revealed that fifty-five percent of the regular Army officers had earned a Bachelor's Degree. This fact

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[37] Ibid., p. 1

[38] AR 355-30, "Troop Information and Education, Army Education Program," Department of the Army (Washington: Government Printing Office, 24 April 1951).

resulted in the publication of the Department of the Army Circular 146, Dated May 20, 1948, which announced that all officers of the Regular Army should acquire at least 2 years of college training, with a Bachelor's Degree as the ultimate goal.

In an effort to alleviate the problem of interrupted education on the part of those called into the armed forces, the University of Maryland established the Bachelor's Degree of Military Science and offered at nearby military establishments, classes leading to that degree. These classes were offered first at the Aberdeen Proving Ground, Holabird Signal Depot, Fort George G. Mead, and the Bureau of Ships. This was in 1947 and shortly thereafter, classes in speech were conducted at the Pentagon, where forty-four students enrolled at the first registration.[39]

This was the start of a program which brought the college classroom to military personnel the world over. Other colleges in the country established similar programs on military installations providing opportunities for military personnel to achieve college degrees.

At the end of the first quarter, 1951, there were 300 education centers in the Army, serviced by a staff of more than 1,200 instructors and advisors. These centers became the focal points of educational activity in the entire program. During the same period, more than 170,000 students were engaged in some type of educational activity in the Army Education Program.[40]

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[39]Berry, op. cit., p. 38.

[40]Figures from Quarterly Statistical Report, First Quarter, 1951 (Washington: Troop Information and Education Division, Office of Chief of Information, Office of the Chief of Staff).

Shortly after the creation of the Department of Defense, there was created as one of its component elements an Armed Forces Information and Education Division. Working directly under the supervision of the Personnel Policy Board, the Armed Forces Information and Education (AF I & E) Division was charged with the responsibility of achieving the following objectives:

1. To assist commanders through the media of information and education, in developing among service personnel, intelligent, cooperative and loyal effort toward the accomplishment of any mission.

2. To provide commanders with specific means whereby members of the Armed Forces will be informed (1) on matters significant to them, as individual servicemen and citizens, irrespective of their service connections and (2) on the missions and mutual relationship of the Army, Navy, Air Force, and other separate services, to the end that they may better understand and evaluate their responsibilities as servicemen and citizens.

3. To provide common services and materials by which commanders may assure for members of their commands educational opportunities in subjects normally taught in civilian academic and vocational institutions, in order that the individual may render efficient services in his present assignment, increase his capabilities for assuming greater responsibilities and, in his leisure time, satisfy his intellectual desires.[41]

Chart I shows in graphic form the structure of the Armed Forces Information and Education Division.[42] The mission of each of the sections is outlined in the Charter.

1. To develop basic plans, after consultation with the three services, and under policies prescribed by the Chairman of the Personnel Policy Board, to carry out

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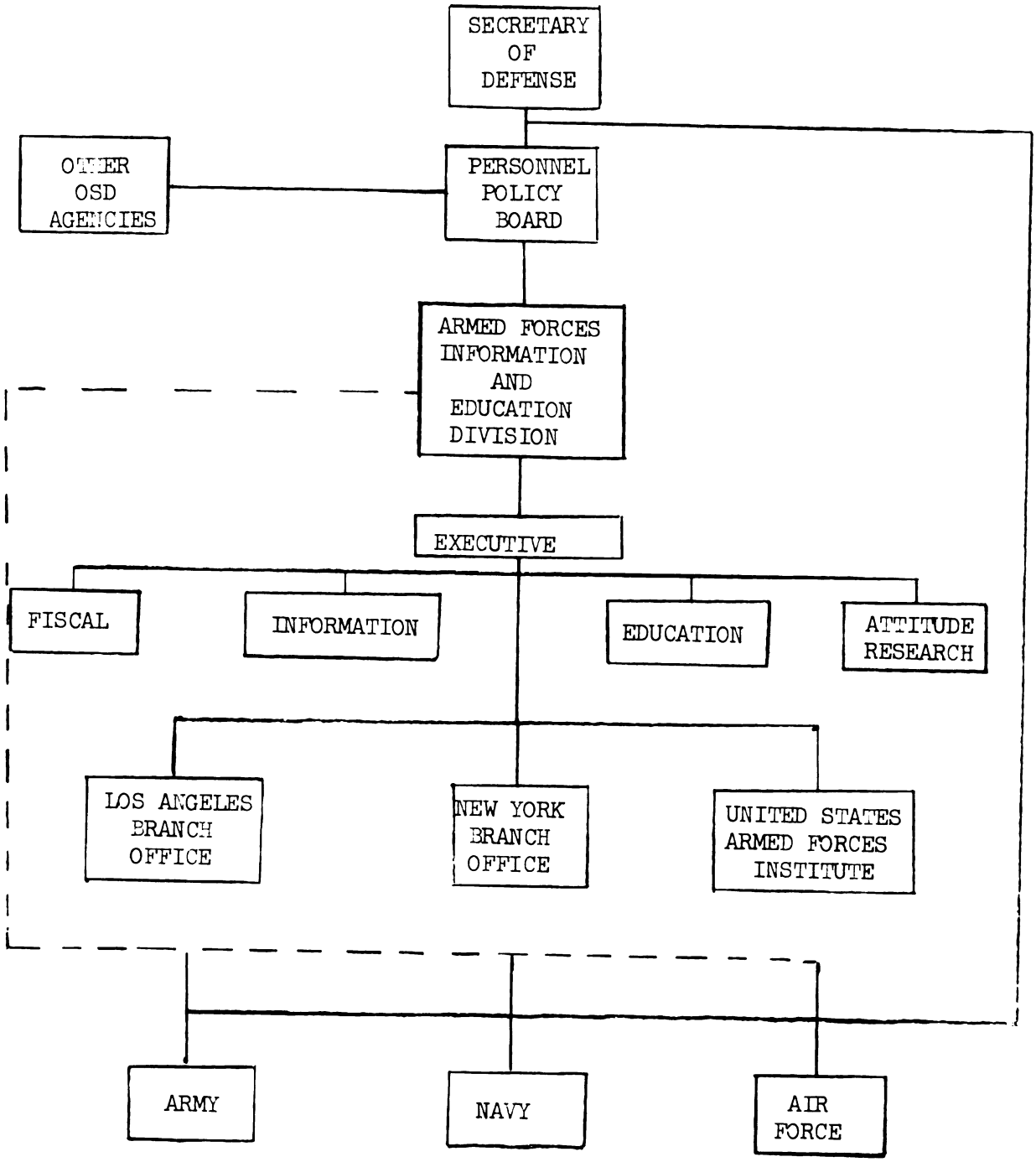
[41]Charter, Armed Forces Information and Education Division, 20 July 1949 (Washington: On File in Education Division, Office of the Secretary of Defense).

[42]Organization and Manning Charts, Education Division, Office of the Secretary of Defense, 5 December 1950.

CHART 1

TABLE OR ORGANIZATION, ARMED FORCES INFORMATION AND EDUCATION DIVISION, DEPARTMENT OF DEFENSE



the objectives of the Armed Forces Information and Education Program.

2. To develop and coordinate plans for attitude and opinion studies among military personnel of the Armed Forces, and on request by any one of the separate services, to assist that service in making such studies.

3. To supervise and coordinate approved information and education programs in the United States and overseas commands.

4. To prepare, procure, and distribute required information and education materials.

5. To issue directives on matters falling within policies approved by the Chairman of the Personnel Policy Board on Information and Education.

6. To exercise policy supervision of the Information and Education curriculum and instruction at the Armed Forces Information School.[43]

The Office of the Chief of Information had two divisions, the Public Information Division and the Troop Information and Education Division. Charged with carrying out the general policies as defined by the Armed Forces Information and Education Division, the Army Troop Information and Education---in implementing the Army's program---wrote the Army Regulations. Regulations pertaining to the education program were prepared in the Education Branch, which branch was divided into three sections: the College Program Section, the Analysis Section, and the General Education Section. Though each section was charged with a specific task, together, these three sections were charged with the following responsibilities:

1. Develops, plans, and coordinates staff supervision for the world-wide implementation of the Army Education activities.

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[43]Charter, AFI&E Division, op. cit., p. 2.

2. Conducts staff liaison visits to Army field installations, including headquarters of major commands and posts, camps, and stations.

3. Furnishes information and advice relative to the scope and techniques of program activities to Government agencies, individuals, educational organizations and institutions, and Department of the Army general and special studies.

4. Formulates plans and policies and establishes standards in Army Education for inclusions in Army Regulations, Special Regulations, and administrative directives published by the Department of the Army.

5. Exercises staff supervision over the operation of Army Education Program schools by units in the field, including review of curriculum and materials utilized.

6. Makes recommendations concerning allocation of Troop Information and Education funds appropriated for Army Education Program activities, both in continental United States and oversea areas.

7. Consolidates world-wide statistics and other data pertinent to the field implementation of the Army Education Program.

8. Maintains liaison with Armed Forces I&E Division, OSD and USAFI, Madison, on educational matters pertaining to the Army Education Program, including recommendations for additions to or deletions from USAFI curriculum.

9. Supervises and coordinates Special College Programs for officers (SR 355-30-10), including maintenance of central record files, conduct of credit evaluation and advisement service, and perparation of official reports of educational achievements in the case of Regular Army officers and warrant officers.

10. Advises and assists concerned overseas Army Commands in the administration and operational control and logistical support of oversea United States Armed Forces Institute (USAFI's) establishment to provide educational services and materials to military personnel stationed outside the continental United States.[44]

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[44]Information Sheet, "Functions of the Education Branch, Troop Information and Education Division," (Washington: Published by the Education Branch, Troop Information and Education Division, Department of the Army, 1951).

THE EDUCATION PROGRAM IN THE CONTINENTAL UNITED STATES

Within the Continental limits of the United States, there are six Armies and the Military District of Washington. Each Army is comprised of numerous units of varying size and mission and each Army covers a geographical area of several States. The line of command goes from the Department of the Army level, through the Commanding General of the several Armies (Commanding General, USCONARC), through the Commanding Generals of the various Armies, to the individual military post.

"The Commanding General of the Army delegates the responsibility of running and operating a military post to a Post Commander and charges him with the task of rendering logistical and administrative support to all units and troops on the post. Troop Information and Education was a matter of logistical support, and the responsibility for the implementation of the program on the post level lay directly with the Post Commanding Officer.[45]

The organizational plan of the Army Education Center must be considered before the operation of the Army Education Program is clearly understood, but, it must also be recognized that the program at the post level can be extended only as far as the directives of the higher echelons will permit.

Mention has been made of the writing, by the Army Troop Information and Education Division, of Army Regulations. AR 355-5, published on March 12, 1953, was one of these. This Army Regulation furnishes the following information:

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[45]Berry, op. cit., p. 80.

a. The Chief, Troop Information and Education Division, Office of the Chief of Information, Department of the Army, is responsible for the development of policy for and the staff supervision and coordination of troop information and education throughout the Army within policies established by the Secretary of Defense.

b. The Chief, Army Field Forces is responsible for the direction, supervision, coordination and inspection of all troop information and education matters in the continental United States....

c. Commanders are responsible for the effective conduct of troop information and education within their commands....[46]

Principles of Troop Education:

a. Education within the Army must support military training. The better educated a serviceman is the more readily he can assimilate military training; conversely, the presence of individuals with little understanding of reading, writing, and arithmetic usually necessitates a slow-up of military training. Troop education provides a program of academic and vocational subjects for military personnel in order that they may:

(1) Improve their value to the Army.
(2) Make profitable use of their spare time.
(3) Have an opportunity to continue civilian education while in the Army.

b. It is a function of command to insure that all assigned personnel obtain sufficient education to be able to read and understand written orders and basic training manuals.

c. It is a responsibility of troop education to offer a varied program of academic and vocational subjects to military personnel wherever located so that they may have an opportunity to continue their schooling while in military service and be better prepared for the occupations of civilian life.

d. Troop education must conform to the standards established by civilian educational institutions in order that Army personnel obtain maximum benefit from the classroom

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[46]Army Regulations 355-5, "Troop Information and Education, General Provisions," Department of the Army (Washington: 12 March 1953) p. 10.

> instruction and in order that educational achievement of Army personnel will be generally acceptable for accreditation purposes by these institutions.[47]

For the purpose of troop education, instructional areas are outlined as follows: (a) English Language training for personnel so lacking in the English Language that they are unable to absorb successfully basic training; (b) Basic education for those individuals who have not successfully completed the fifth grade either by test or classroom instruction while in the Army; instruction in this area consists of reading, writing and arithmetic; (c) Intermediate education for personnel who do not have a recorded educational level of eighth grade; (d) High School education for personnel who have completed eighth grade but have not yet completed the twelfth grade. Offerings in both vocational-technical and academic education are provided in the high school educational area; and (e) College level for those individuals who have completed high school but have not obtained a Bachelor's Degree.[48]

The first priority and maximum effort was to be utilized in the elimination of the basic and non-English speaking categories through education. The second priority was completion of eighth grade by all non-commissioned officers, and priority number three was provision of group-study classes in those vocational-technical subjects related to military specialities. The fourth priority was the provision of educational opportunities for Army personnel at all educational levels through college undergraduate, and the fifth and final priority allowed for the completion of at least two years of college by all

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[47] Ibid., pp. 10-11.

[48] Ibid., p. 11.

officers on active duty.[49]

Relative to scope within the provisions of AR 355-5, troop education provided group study classes in English language training as well as the basic, intermediate, high school and college areas. Competent military and civilian personnel were utilized as instructors. Provision was made for enrollment of individuals in classes sponsored by accredited high schools, colleges, and universities; correspondence and self-teaching courses offered by USAFI; testing and examination services; and educational and vocational advisement.[50]

Personnel who required English language training received instruction during normal duty hours. The following types of instruction were also authorized to be scheduled during normal duty time: classes in the basic area, and academic and vocational courses which aid in the training of military specialists or technicians. Ordinarily, participation in the other educational areas was conducted during off-duty time.[51]

AR 355-5 called for the establishment of an Army education center at all military installations, except combat areas, servicing 1,000 troops or more. "An Army education center is utilized for meetings of classes or study groups, administration of tests and examinations, individual study, processing of USAFI enrollments, and conduct of educational advisement. It may include class or study rooms, workshops, auditoriums, reference libraries, and other facilities for troop education activities."[52]

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[49]Ibid.

[50]Ibid., p. 12.

[51]Ibid.

[52]Ibid., p. 13.

It is not within the scope of this study to consider all the changes that have occurred in the Army Education Program in the past decade. Nevertheless, some of the major changes must be considered as they have greatly affected the program in terms of both structure and accomplishments.

> On 1 February 1955 ... the United States Continental Army Command (USCONARC) was created in order to provide for more economical and effective direction of the six continental armies and the Military District of Washington (MDW) in the United States. Its headquarters was located at Fort Monroe, Virginia.
>
> HQ. USCONARC, although a relatively young organization, is often referred to as the lineal descendent of General Headquarters (GHQ), United States Army, which was created in 1940 in Washington, D.C. GHQ was organized to facilitate and speed up mobilization by taking over direct supervision of the organizing and training of the field forces within the continental United States (CONUS).
>
> In March 1942 the War Department was reorganized and three new commands were created---Army Ground Forces (AGF), Army Services Forces, and Army Air Forces. GHQ was terminated and its training functions transferred to AGF. The mission assigned AGF, with headquarters in Washington, D.C., was to provide ground force units properly organized, trained, and equipped for combat. Thus, AGF took up where GHQ left off and additionally added responsibilities formerly vested in the chiefs of Infantry, Calvary, Field Artillery and Coast Artillery....
>
> Following World War II, the Army was reorganized, eliminating the Army Service Forces and the nine service commands within CONUS. This move created the six continental armies and MDW. The armies were so organized that in the event of an outbreak of hostilities the tactical and administrative section could be separated with administrative elements assuming the duties and functions formerly handled by the old service commands. The tactical groups would be free to constitute a mobile tactical headquarters.
>
> In March 1948, two years after it was moved to Fort Monroe, Hq AGF was relieved of much of its administrative responsibility for the armies so that greater effort could be concentrated on training. Hq AGF was redesignated the Office of the Chief of Army Field Forces. Command of the continental armies and MDW passed to Headquarters, Department of the Army, Washington, D.C.
>
> Then on 1 February 1955, Headquarters, Continental Army Command was created with its commander responsible for command of all the continental armies and MDW and the ground defense of the entire continental United States.

> On 1 January 1957 the "United States" was added to the name of the command, making it United States Continental Army Command, or USCONARC as it is generally known.[53]

One of the most important shifts in the Army Education Program was the separation of Troop Information and Troop Education. This separation occurred formally on 26 October 1956 on which date it was published in Department of Army Circular No. 355-6, as follows:

1. Recent Department of the Army actions reassigned staff responsibility for the educational development of military personnel from the Chief of Information to the Deputy Chief of Staff for Personnel, and placed the office of the Chief of Information (including the troop information, public information, and civil liaison functions) directly under the Chief of Staff in the Department of the Army Staff organization. Comparable changes in staff organization throughout the Army Establishment are being implemented by appropriate directives.

2. These changes are designed, through a more appropriate staff organization, to:
   a. Facilitate the use of troop information as an integral part of command leadership.
   b. Insure that public and troop information activities, as separate but equal staff sections under an information officer reporting directly to the commander of his chief of staff, are closely coordinated and mutually supporting.
   c. Insure that Army Education Centers perform command responsive services and support Army-wide personnel procurement, training, and utilization objectives through standard civilian school courses of functional importance to the military profession.

3. In furtherance of the above concepts the following actions have been initiated:
   a. Changes to manning tables, including TOE's and TD Staffing Guides, in accordance with the organizational concepts in paragraphs 1 and 2 and the following:
   (1) At regimental and battalion levels the officer previously assigned additional duty as troop information and education officer will perform both troop and

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[53] Past in Review: 1955-1962, United States Continental Army Command (Virginia: Headquarters, Fort Monroe) pp. 1-2.

public information staff functions, and in these capacities, function as a member of the commander's personal staff.

(2) Implementation of the Educational Development of Military Personnel function, directly under the G1 (S1) will be accomplished by carefully selected professional civilian personnel as follows:

(a) Headquarters, Continental Army Command, Senior Education Adviser (Consultant or Coordinator).

(b) Headquarters, major oversea command, Senior Education Adviser (Consultant or Coordinator).

(c) Headquarters, ZI armies and Military District of Washington, Senior Education Adviser).

(d) Headquarters, post, camp, or station, Education Advisers (Army Education Center Administrators, and Test Control Officers).

b. Revision of Army Regulations. AR 355-5, Troop Information, and AR 621-5, General Educational Development, superseding AR 355-5, AR 355-20, and AR 355-30, all dated 10 August 1955, will be published and distributed at an early date.

c. Appropriate revisions to the military occupational specialties in the information and education fields will be accomplished in accordance with the organizational and occupational considerations given above.

d. Revision of TM 28-210, Troop Information and Education.

e. Revision of FM 101-5, "Staff Officers' Field Manual: Staff Organization and Procedure," to reflect changed organizational concepts.

f. Deletion of MOS-directed troop education training from the Army Information School curriculum effective with class cycle beginning 28 October 1956.

g. Effective with the first class cycle after 1 January 1957, two courses only will be offered at the Army Information School, one for information officers, and one for enlisted information specialists.

4. Commanders will take appropriate action to:

a. Discontinue use of the terms, "Troop Information and Education" and TI&E, "Troop Information" and "Educational Development of Military Personnel" will be applied to the separate activities, and "Information Activities" applied to embrace both troop and public information.

b. Effect reorganization necessary to implement organizational concepts in paragraphs 1 and 2.

c. Reorient troop information and the program for the educational development of military personnel in accordance with the above concepts.

> 5. To implement actions outlined in paragraph 4, commanders are authorized to make the necessary changes in TOE organizations pending publications of revised TOE's.[54]

Thus, the responsibility for developing policy relative to the General Educational Development Program was shifted to the Education Branch of the Office of the Deputy Chief of Staff for Personnel at Department of Army level. The responsibility for implementing the program was given to the Deputy Chief of Staff for Personnel (G1) at Headquarters, Continental Army Command and Headquarters, major oversea command. From this level, the responsibility was delegated to the G1 of each of the several armies and MDW.

Mr. Wilmot Jacobs was appointed the Director of General Educational Development at USCONARC and, under the immediate supervision of the Deputy Chief of Staff for Personnel, has the responsibility of implementing the General Educational Development Program in the Continental United States. In this connection, directives are written under his guidance at USCONARC for the purpose of program implementation. This has resulted in excellent guidance and augmentation of the G.E.D. Program in USCONARC. Presently, the chain of command is from Deputy Chief of Staff for Personnel, Department of the Army (DCSPER) where policy is written; to DCSPER, USCONARC where emphasis and guidance is furnished in the form of USCONARC directives; to DCSPER at each of the several armies and MDW; and finally to the various Army Posts. (See chart 2).

A Post Commander is delegated, by the Commanding General of the Army, the responsibility of running and operating a military post. He

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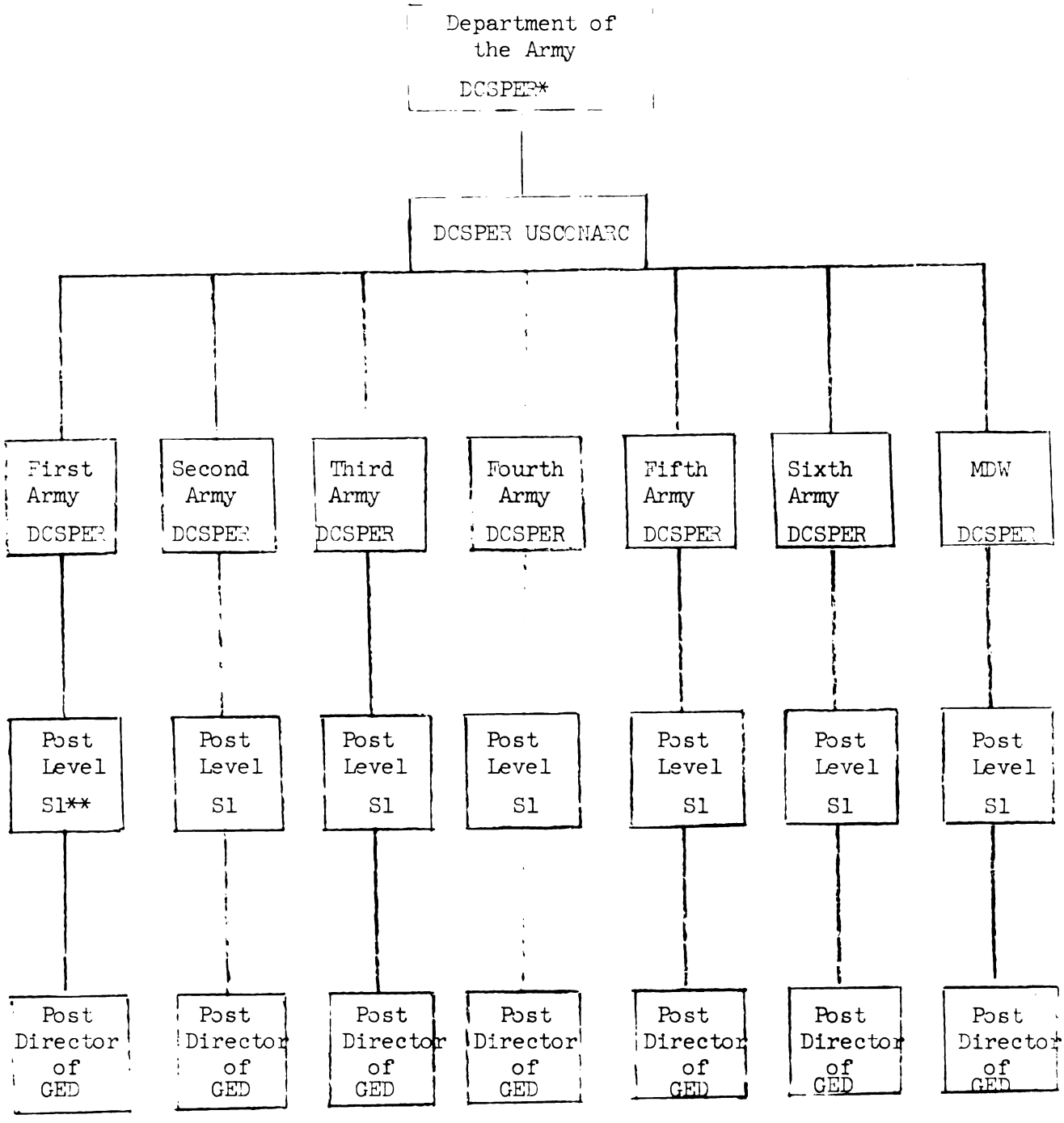
[54]"Department of the Army Circular 355-6," (Washington: October 26, 1956).

CHART 2

CHAIN OF COMMAND RELATIVE TO EDUCATION IN U. S. ARMY



* Deputy Chief of Staff for Personnel.

**Functions much the same at this level as does the Deputy Chief of Staff for Personnel at the higher echelons.

has the task of supporting, both logistically and administratively, all units and troops on the post. This includes the General Educational Development Program which relies upon the Post Commander for logistical support.

On the staff of the Post Commander is an individual known as the S1 who functions at this level much the same as the Deputy Chief of Staff for Personnel at the higher echelons. A civilian educator administers the G.E.D. Program under the immediate supervision of the S1. It is at this level that the activities of the G.E.D. Program are actually conducted.

Administration of the Post G.E.D. Program

The Post Director of General Educational Development is in charge of the educational services program, with full responsibility for development, direction, maintenance, coordination, and adoption of the program to the changing needs of the installation. He determines personnel staff requirements for the Army Education Center and justifies required spaces to assure effective program implementation.

He provides general supervision of all education center personnel, to include classroom teachers, test control officer, testing proctors, education advisers, and clerical and janitorial personnel. As the chief educational administrator, he makes final decisions on educational matters referred to him by education advisers and other Army Education Center personnel. He is the final authority on the selection and retention of teaching staff (fee-contract personnel and military instructors). He writes local directives for implementing the education program at the installation level. He attends staff meetings

outside the education center and holds periodic staff meetings of the faculty, education advisers, and other Army Educational Center personnel.

An important function of the Director is that of providing program guidance and justification of the education program. This has important implication in connection with the preparation of educational budget estimates, justification of funds and personnel, programming of educational accomplishments, and the development of educational plans.

To assure implementation of the education program, the director maintains a close working relationship with other sections and activities, including Purchasing and Contracting, AG Officers and Enlisted Branches (personnel section), AG Publications, AG Reproduction, Finance, Comptroller, etc.

The director assumes the responsibility for developing a sound and balanced education services plan in terms of the needs and desires of individuals and units stationed or satellited on the installation. This includes preparatory instruction, MOS-related (Military Occupational Specialty) instruction, high school courses, and college and University courses at the undergraduate and graduate levels. He designs these programs for the purpose of raising the educational levels of educationally deficient career non-commissioned officers, specialists, other enlisted men, warrant officers, and officers, and to accomplish the educational goals established for educational development of military personnel.

In his supervisory capacity, the director assures sound counseling services for all personnel soliciting such services. This includes providing educational advisers with the necessary requirements for effective educational guidance.

Another key aspect of the director's work is that of educational liaison agent. As such he develops methods to inform command relative to the contribution that college programs make toward the attainment of command missions and obtains the education services of colleges and universities in the implementation of such programs. This also means the maintaining of contact with local high school principals and superintendents for teacher recruitment purposes, salary schedule information, and the provision of high school instruction on or off the installation.

As the responsible property officer, the Post Director of G.E.D. maintains stock control records on all accountable property. He also provides adequate classrooms and other facilities for effective teaching and testing programs.

Other responsibilities include the accurate preparation and submission to local and higher headquarters of all special and recurring reports pertaining to education activities; participation in Army education conferences at universities and at various command levels; and other duties as directed or required for successful program implementation.

It is of interest to note that immediately after the supervision of the Army's G.E.D. services in the Zone of the Interior was assigned to Assistant Chief of Staff, G1, USCONARC, the following, relative to this assignment and incident to the second and third quarters of 1957, took place:

a. Completions of courses and academic programs at the elementary, high school, and college levels (26,124) during the second quarter increased 16% over the achievements of the preceding three

months period. In the third quarter, these accomplishments (33,651) increased by an additional 28.8% and exceeded total completions in the corresponding period of the previous fiscal year by 27.5%.

b. Officer participation in the college General Educational Development services was of particular interest: 10.2% of commissioned officer strength in the AI completed one or more areas of instruction; and in excess of 35% of the non-college graduates availed themselves of opportunities for college study.[55]

It is also noted from Department of the Army Circular 355-6 that the Army Education Program was designated as the General Educational Development Program, commonly known as the G.E.D. Program. This circular also provided for the revision of Army Regulations. AR 621-5, General Educational Development, was to supersede AR 355-5, AR 355-20, and AR 355-30. This new Army Regulations, 621-5, was written by Colonel Curnel S. Hampton, and published on 20 February 1957, set the stage for significant growth and accomplishment relative to education in the United States Army. These accomplishments will be noted later in this study, but reference will first be made to AR 621-5 which has served as the basis for the augmentation of the program. Following are the principles as set forth in AR 621-5:

> a. Each successive level of Army Training and duty requires a higher degree of understanding. Education of the type provided in accredited civilian schools increases understanding and raises military performance potentials.
> b. The general educational development of Army Military personnel on a continuing basis supports procurement, training, and utilization.

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[55]Statistical reports on file in the Office of Director of General Educational Development, USCONARC.

> c. Commanders who personally concern themselves in the general educational development of their personnel contribute importantly to the Department of the Army's personnel quality and prestige objectives.
>
> d. Achievement through voluntary study in subject areas of functional importance to the military profession or completion of course and test sequences, as defined or prescribed by the Department of the Army or concerned commanders, will be accorded appropriate official recognition.[56]

It has already been mentioned that the formulation of policy governing the general educational development of military personnel is a function of the Deputy Chief of Staff for Personnel, Department of the Army. The Adjutant General, Department of Army:

> monitors programs developed by major commanders; consolidates and analyzes worldwide activity and achievements; prepares data and narrative for the Army Progress Report; communicates directly with Office of Armed Forces Information and Education, Department of Defense, in all matters pertaining to the common services and materials provided by the United States Armed Forces Institute; and maintains liaison with national educational organizations.[57]

> The Commanding General, United States Continental Army Command, and major oversea commanders have the function of assuring implementation of general educational development through enunciation of personnel quality objectives and standards achievable within the educational facilities of their respective commands.[58]

The goals as set forth in AR 621-5 reflect the rise in the educational level of military personnel:

> General educational development goals are:
>
> a. For commissioned personnel, completion of programmed college-level studies in subject areas of functional importance to the military profession. Courses of functional importance to the military profession are those comprising the subject

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[56]Army Regulations 621-5, "General Educational Development," (Washington: February 20, 1957) p.2.

[57]Ibid.

[58]Ibid.

matter fields of the academic curriculum of the United States Military Academy and pertinent regulations of the 350-series governing the training of military personnel in civilian educational institutions.

b. For warrant officers, the achievement of at least 2 years of college.

c. For non-commissioned officers and specialists, completion of high school course and test sequences and, as desired, continuing higher level studies. Preparatory instruction (as necessary), further Army Education Center or local civilian school or college classes, and correspondence study will assist concerned personnel in preparing themselves for service schooling in critical specialties or otherwise increased responsibilities of career service.

d. For all other Army military personnel, resumption and continuation of academic studies at appropriate levels as duties permit.[59]

AR 621-5 further directed that Army installations having a troop strength of 750 or more will maintain at least one Army Education Center, and that other posts will be satellited for education services upon a larger installation. The Army Education Center is headed by a professional educator (Department of Army Civilian-DAC) and provides counseling, registration, instructional, testing, and supply services to the commanders and personnel of all units stationed on or satellited to the installation. Army personnel stationed on installations utilize the Army Education Center in applying for USAFI courses and tests.[60]

The Department of Army Civilian mentioned above plans, coordinates, and administers command programs and education services under the immediate staff supervision of G1 or S1 at all echelons. This individual must be a qualified professional educator with baccalaureate or higher degrees and appropriate teaching and administrative experience.[61]

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[59] Ibid., p. 3.

[60] Ibid.

[61] Ibid., pp. 3-4.

Concerning the activities of the General Educational Development Program, instruction is limited to standard civilian school-type course work.[62]

Consideration of "classroom instruction" is of key importance in this study relative to the terms used on the accomplishment charts, and also for an understanding of the activities of an Army Education Center and the work of the adviser. (Presently called General Director of Educational Development.)

Each education center may offer not more than 15 USAFI courses that may be offered regularly in unit or Army Education Center classes. These classes can be organized only when ten or more military students appear capable of regular attendance and course completion. Furthermore, a class is discontinued when attendance at three consecutive meetings is less than five military students.

No charge is made for USAFI materials issued for classroom instruction. These texts are issued on a loan basis and are returned at the completion of the course.

Classroom instruction also includes transitorial training for all nonprior service enlistees or inductees entering the Army from continental United States who admit to less than a fourth grade education, or who had Aptitude Area GT scores of 75 or below. These persons were administered USAFI Achievement Tests II, and those scoring 144 or less were to be assigned immediately to Transitional Training Units (TTU's). Personnel assigned to TTU's received minimum of two weeks and a maximum of four weeks of transitional training consisting of reading, writing,

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[62] Ibid., p. 5.

arithmetic, citizenship, and selected military subjects. One of the important objectives of transitional training was the early detection and elimination of uneducable or maladjusted individuals.[63]

> Preparatory instruction was emphasized as "essential for personnel whose aptitude area scores were below those required for service school attendance, who do not have a complete grammar school education, or who otherwise require review instruction on the adult level in English, arithmetic, history, geography and science to meet minimal obligations of career service as non-commissioned officers and specialists. Commanders may prescribe this instruction, and consistent with training and/or operational missions, the use of duty time is authorized.[64]
>
> 1. Texts, teaching aids, and collateral reading materials available from USAFI may be utilized in appropriate combinations. Instruction will be validated by available USAFI end-of-course tests.
>
> 2. Appropriate evidence will be made an official part of the records of each individual who satisfactorily completes one or more 20-hour blocks of classroom instruction in any one or a combination of subjects.
>
> 3. While preparatory instruction is intended primarily for concerned career non-commissioned officers and specialists, commanders may designate other individuals to undergo this prescribed classroom instruction under proper conditions and within budgetary limitations.[65]

Classroom instruction further includes MOS-related instruction for personnel requiring or desiring instruction in MOS-related subjects, spoken foreign languages, and English language. Major commanders could prescribe activity within this area, and the program was comprised of courses of 20 or more hours duration designed specifically to serve unit needs or responsive to immediate MOS-related objectives of a number of individuals. USAFI materials and Department of the Army

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[63] Ibid.

[64] Ibid.

[65] Ibid., p. 9.

publications were used wherever appropriate to course objectives. AR 621-5 made provision for military personnel to attend classes in civilian high schools, junior colleges, and 4-year degree granting colleges or universities, provided such activity did not interfere in any way with the performance of their military duties. Generally, such permission was granted only for attendance after normal duty hours. Appropriated funds could be used to pay a portion of the tuition fees for Army Personnel attending classes at accredited civilian institutions; however, this portion was not to exceed three-fourths or $7.50 per credit hour, whichever is lower.

In addition to the above mentioned civilian school program, a final semester plan was established which permitted selected officers to satisfy the traditional residence requirement for the baccalaureate degree or accredited civilian colleges and universities. Personnel involved in these programs received pay and allowances, but assumed all other expenses.[66]

Various changes to AR 621-5 have been made since the initial Regulations was published in February 1957. In August 1957, transitional training was rescinded effective 1 September 1957 and preparatory instruction was given increased emphasis.[67]

Change 6 published July 30, 1958 added foreign language instruction as an area to be emphasized in the General Educational Development Program. Also added in this change was emphasis on post-retirement

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[66] Ibid., pp. 10-11.

[67] AR 621-5 Change 5, "Education and Training: General Educational Development," (Washington: Headquarters, Department of the Army, 23 May 1958) p. 1.

teaching careers. Civilian education advisers provide professional guidance to those desirous of extending their public service careers as teachers in the Nation's schools upon retirement.[68]

The G.E.D. Program Today

On December 7, 1960, AR 621-5 was rewritten by Lt. Col. Louis Strehlow in an effort to clarify and to further emphasize certain portions of the Regulation. In this new AR 621-5, education advisers in charge of G.E.D. Programs at Post level were designated as Directors of General Educational Development; education advisers under the supervision of the Post Director of G.E.D. have retained the title of education adviser.[69]

The new AR 621-5 states that commissioned officers who have already attained the goal of attainment of at least a baccalaureate degree are encouraged to continue their professional growth through graduate studies leading to advanced degrees. Other personnel are also encouraged to raise the level of their educational attainment in terms of their potential.[70]

In this connection, a recent change in Army Regulations extends the Degree Completion Program to enlisted personnel. To be eligible, a soldier must possess high scholastic aptitude and be able to obtain a baccalaureate degree within 12 calendar months, or a graduate degree

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[68] AR 621-5 Change 6, "Education and Training: General Educational Development," (Washington: Headquarters, Department of the Army, 30 July 1958) p. 1.

[69] AR 621-5, "Education and Training: General Educational Development" (Washington: Headquarters, Department of the Army, 7 December 1960) p. 5.

[70] Ibid., p. 3.

within one semester or two quarters. Personnel selected for the program remain in full pay status, but all schooling expenses, including cost of travel, must be paid by the student.[71]

Another 1962 change in Army Regulations increased the amount of tuition assistance to Army personnel under the G.E.D. Program. The Army will now pay $13.50 per semester hour (increased from $7.50), or 75 percent of the tuition cost, whichever is lower.

A recent addition to the facilities at education centers is the language laboratories. Dual track tape recorders in these laboratories provide excellent opportunities for students studying various foreign languages. AR 621-5 authorizes commanders to prescribe the use of duty time for the study of foreign languages, and military personnel are urged to become proficient in at least one foreign language.

USAFI currently offers the serviceman a choice of over 200 correspondence courses. These courses range from elementary to college level. In addition, forty-three fully accredited American colleges and universities offer some 6,400 courses to Armed Forces personnel. Enrollment for these courses is through USAFI; however, the colleges themselves determine each serviceman's eligibility for the specific courses. The prepared lessons are sent directly to the college conducting the course.

Classroom instruction is offered in group study classes conducted by qualified civilian instructors at Army Education Centers. Mathematics, English, science, social studies, and foreign languages are

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[71] AR 621-5 Change 4, "Education and Training: General Educational Development," (Washington: Headquarters, Department of the Army, 13 September 1962) p. 3.

among the popular courses being conducted. Enrollment in these group study classes is usually free of charge, and this extends to other MOS-related courses as well as preparatory instruction.

Over 1200 colleges and universities in the Continental United States currently participate in the Resident College Program. Many colleges and universities conduct courses at Army installations and courses on their own compuses which are open to military personnel.

This, then, is the Army General Educational Development Program. It has been a very successful program and has been primarily responsible for raising the educational level of Army personnel. The establishment and raising of educational goals is clearly seen by comparing Army Regulations over the past decade. As the educational level of Army personnel has continued upward, so have the goals been continually raised.

In his study completed in 1952 relative to non-military education in the Army, Mr. Berry alluded to that which at the time of his study was not available, but which is included in the tables and graphs showing the accomplishments of the G.E.D. Program. He pointed out that "it is easily discernible that these specific objectives can be more easily measured over a period of time as statistical studies can objectively show accomplishments. Eventually, it will be possible to determine the extent to which the overall objectives have been achieved."

It is now possible to determine the extent to which the overall objectives have been achieved, and the tables and graphs located in appendix A reflect the growth of the G.E.D. Program as well as the rise

in educational levels. Data for these charts and tables was gathered from statistical reports on file in the office of the Director of General Educational Development, United States Continental Army Command, Fort Monroe, Virginia.

Discussion of Accomplishments

The average functional educational attainments of basic trainees in 1951-1952 were at the elementary level. Literacy instruction (later identified as transitional training) was instituted at training centers to provide educationally deficient persons with essential skills in reading, writing, simple arithmetic, health, sanitation, etc. In the ten year period 1951-1960, marked progress has been realized in the qualitative improvement of Army manpower. This improvement has been effected through changes in command emphasis in the procurement of quality personnel and on the educational development of the career soldier.

The average educational level of total male enlisted strength as of February 1961, was 11.8 years with over 80% of E4's through E9's* having obtained high school graduation or better. The educational accomplishments of commissioned officers was 15.7 school years, with 62% having obtained college baccalaureate or higher degrees. Since this time, the level has continued to rise.

Thus, the capabilities and educational attainments of commissioned and enlisted personnel now stand at the highest level in the history of the Army.

Comparison of accomplishments in the individual program areas for the period 1951-1960 is set forth in Table I, Appendix A. Table II in

*Present system of rank for enlisted men. Rank goes from E-1 through E-9.

Appendix A presents a comparison of educational level surveys for the Continental United States for the period 1953-1962.

The graphs in Appendix A should be studied as a unit for a better understanding of the total accomplishments in the G.E.D. Program. For most of the graphs, the length of time covered is nine years. Accounting on a fiscal basis was not started until 1954. Reporting was done on a different basis in 1953; therefore, for the graphs, data was not available for 1953 with the same degree of accuracy as data for the subsequent years. It should be pointed out, however, that much emphasis was placed on transitional training during this period, and the accomplishments were very rewarding.

With reference to the graphs in Appendix A, it should be noted that the numerical strength of the ZI Armies (Zone of Interior) and Military District of Washington has varied every year for the past decade. If the numerical strength would have remained for the successive nine years what it was in 1952, it can be assumed that the graphs would reflect this in terms of accomplishments.

Total accomplishments in the G.E.D. Program in the Continental United States have continued to increase even though the numerical strength of the ZI (Zone of Interior) Armies is under that which it was in 1952-53.

A brief analysis is recorded on each graph to help explain and clarify the graphs individually and as a unit.

Summary

The General Educational Development Program, formerly the Army Education Program, had a cautiously slow begining in the early stages

of the program. During the First World War, the Army's Education Program was closely associated with Morale. A Morale Branch of the Army was established in 1941, and under excellent leadership in this Branch, the education program experienced rapid expansion.

The education program was confined largely to the field of leisure time until the outbreak of war in 1941, after which time consideration was given to helping Army Commanders maintain high morale and increase the efficiency of military personnel, and also to educating military personnel for the resumption of civilian life. Three educational activities evolved to meet these objectives: USAFI, off-duty education, and the post-hostilities program. These activities have all contributed much relative to success of the Army's Education Program.

The education section experienced a number of changes relative to position in the Army's structure; however, in the Spring of 1945, Information and Education was separated from Special Services and was established as an independent division in the European Theater. The Army Education Program remained a part of the Information and Education Division until 1956, at which time it was separated from Troop Information and placed under the Education Branch of the Office of the Deputy Chief of Staff for Personnel at Department of the Army level.

Under the Troop Information and Education Division, the Army Education Program was regulated by Army Regulations 355-5. After the break from the information division, AR 621-5 was published and subsequently rewritten. It is under AR 621-5 that the G.E.D. Program was so named and presently operates.

The G.E.D. Program has demonstrated its value to the Army, to the nation, and to the individual and has thereby continued to gain increased command support. The objectives for the program have been varied, and the emphasis has been changed numerous times due to the rise in the educational level of military personnel. Accomplishments have been significantly great, and the present educational level of military personnel is the highest in the history of the United States Army.

CHAPTER THREE

A REVIEW OF THE LITERATURE

It is important that a program, as vast and complex as the G.E.D. Program, be administered in conformity with well established principles and practices of educational administration. It is recognized, however, that the G.E.D. Program is a unique program of adult education, and, as such, must carefully select only those principles and practices which are important to this program.

The administrative framework in educational administration consists of many components. The Post Director of G.E.D. is an educational administrator charged with the responsibility of implementing and administering a comprehensive adult education program. The administration of this program includes the administrative components alluded to above.

The Post Director of G.E.D. must, within the framework of AR 621-5 and USCONARC Directives, organize and plan the education program for his respective post. This includes personnel administration, organization and administration of the guidance program, instructional supervision, finance, educational plant and maintenance, public relations, and other facets such as records administration, supply management, etc.

Every facet of the administrative framework must be carefully implemented and no aspect should be neglected. Some aspects, however, are more crucial to the overall success of the program than are other aspects. Interviews with a number of Army Post Directors of G.E.D.

revealed that guidance, supervision, and personnel administration are three aspects of administration in the G.E.D. Program which are of great importance. This chapter contains a large number of principles and practices gathered from a review of the literature pertaining to these three areas.

Principles and practices listed on the rating forms were taken from the various lists in this chapter.

SUPERVISION OF INSTRUCTION

Moore and Walters define supervision as "the emotional, intellectual and professional leadership of groups of teachers as they study and improve all of the factors involved in the creative act of teaching."[1] The ultimate aim of supervision, then, is the improvement of instruction and accomplishment of program objectives.

The teaching profession is very much affected by factors of a professional, economic, and social nature. It is also true that the influence exerted by these factors will vary relative to time, climate, prosperity, geographical areas, emergencies, community attitudes, and other conditions.[2] In this connection, it seems important to note that, generally, the largest part of the faculty of an education center is comprised of part-time employees paid on a fee basis. These people are usually instructors from nearby local schools and colleges and are engaged on a fee basis for services separate and complete in themselves.

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[1] Edwin Reeder, Supervision in the Elementary School, (Boston: Houghton Miffin Company, 1953) p. 167.

[2] William A. Yeager, Administration and the Teacher, (New York: Harper and Brothers, 1954) p. 49.

These instructors are employed as independent contractors and, as such, function somewhat differently from those instructors employed on a full-time basis in this program or full-time positions in public education. Also included in the instructional staff are full-time civilian personnel who are classified employees of the Department of the Army and who are appointed to the respective positions under Civil Service Regulations. Qualified military personnel may also be members of the instructional staff. Finally, accredited schools and colleges, with whom contracts are negotiated and who have military personnel enrolled, provide instructors. It is the first three groups in whom we are primarily interested in terms of this study.

It is recognized that only qualified teachers are accepted as members of the instructional staff. It is assumed that these people have potential as successful teachers in this particular adult education program. It is the purpose and function of supervision to insure that these capabilities and potentialities are developed to the fullest possible extent.

There are a number of different objectives in the G.E.D. Program; therefore, a further function of supervision is to make certain that the instruction is being directed toward the objective for which the class has been established and that the learning situation be conducive to the accomplishment of those objectives. According to Grieder and Rosentengel:

> In order to improve instruction, there is a definite need to evaluate the effectiveness of the total instructional program. In other words, how well is the instructional program doing what it purposed to do? Before a teacher can improve his work to any great extent, he needs to know how closely he has come to the realization of his

objectives or purposes.[3]

All too often instructional supervision is misunderstood and misinterpreted to mean the type of supervision which is dictatorial and autocratic. According to Bartky, "Freedom to teach requires freedom from dictation."[4]

The realistic question which faces administrators and supervisory consultants is not whether evaluations will be made, but on what basis and under what conditions one shall act on the choices before him.

Burton and Brueckner state that "supervision is both scientific and democratic and that dynamic methods of problem solving are more important than insistence on rigid adherence to formal methods."[5]

Contrasts in supervision can be clearly seen in the following:[6]

Traditional	Modern
1. Inspection	1. Study and analysis
2. Teacher-focused	2. Focused on aim, material method, teacher, student, and environment.
3. Visitation and conference	3. Many diverse functions.
4. Random and haphazard, or a meager formal plan.	4. Definitely organized and planned.
5. Imposed and authoritarian	5. Derived and cooperative.
6. One person usually.	6. Many persons.

Thus we note that, formerly, supervision was largely "directing", but today we realize that it must depend upon "leading". Educational

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[3]C. Grieder and W. E. Rosentengel, Public School Administration, (New York: Ronald Press Co., 1954) p. 253.

[4]John A. Bartky, Supervision as Human Relations, (Boston: Heath and Company, 1953) p. 4.

[5]William H. Burton and Leo J. Brueckner, Supervision: A Social Process, (New York: Appleton-Century Crofts, Inc., 1955) p. 82.

[6]Ibid., p. 13.

leadership is mostly the art of working with people, and the term leadership describes a relation between persons.[7] Moreover, modern supervision is considerably broader in its scope than were earlier concepts and practices. It is recognized that modern supervision is co-operative and seeks to enlist co-operative efforts of the entire staff in the study of the educational problems.[8]

According to Elsbree and McNally, "Evaluation of the Program is the heart of the modern program of 'instructional improvement'. It is the expression of the experimental philosophy which undergirds and permeates the modern approach."[9]

> Evaluation is the process of making judgments that are to be used as a basis for planning. It consists of establishing goals, collecting evidence concerning growth or lack of growth toward goals, making judgments about evidence, and revising procedures and goals in light of judgments. It is a procedure for improving the product, the process, and even the goals themselves. Evaluation is an important phase of group leadership. It is the procedure through which a supervisor can bring about group self-improvement.[10]

Reeder points out that the real aim of supervision is the improvement of teaching, which must be a combination of improving the ways in which teachers think and the quality of the things they do.[11]

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[7]Wahlquist et. al., The Administration of Public Education, (New York: The Ronald Press Company, 1952) p. 263.

[8]Willard S. Elsbree and Harold J. McNally, Elementary School Administration and Supervision, (New York: American Book Company, 1951) p. 399.

[9]Ibid., p. 431.

[10]Kimball Wiles, Supervision for Better Schools, (New York: Prentics-Hall, Inc., 1951) p. 82.

[11]Reeder, op. cit., p. 16.

> In the final analysis, good teaching is predicated on a proper balance of its professional aspects. There must be no conflict between the science and the art of education, and the ideals of good teaching. Each must be related to the other and all brought into proper perspective. The problem is how best to accomplish it.[12]

Wiles points out that the supervisor's confidence in teachers is of utmost importance. Some teachers lose their enthusiasm and desire to grow professionally and to be better teachers. This is the result of lack of faith on the part of supervisors toward teachers, and also as a result of "frustrations in the teaching situation which has led them to feel that official leadership does not believe they are important."[13]

Instructional and program evaluation is not confined to the public school system, but is included also at higher levels. Kelly reported on the returns from 727 institutions which revealed that college and university presidents and deans generally agree that their institutions should be doing more than they are to improve instruction.[14]

Although controversy continues to exist relative to the evaluation of faculty performance, there is fairly common agreement about the need for objective appraisal. Tead has this to say about it. "There will have to be more intelligent and continuous follow-up of teaching by deans, department head, and other competent advisors, including sympathetic class visitation. Also, methods of periodic teacher evaluation will have to be evolved and utilized more systematically."[15]

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[12]Yeager, op. cit., p. 15.

[13]Wiles, op. cit., p. 91.

[14]Edwin J. Kelly, Toward Better College Teaching, (Washington: Office of Education, Federal Security Agency, Bulletin Number 13, 1950) pp. 46-47.

[15]Ordway Tead, College Teaching and College Learning, (New Haven: Yale University Press, 1949) p. 49.

Tead further states that "One procedure of tested value in this connection is the development of an accepted practice of class visitation by teachers upon other teachers. Nothing can be more disturbing and more stimulating to an open-minded teacher than to attend the sessions of another teacher with kindred subject-matter problems, especially if he is a good exemplar of the art."[16]

Beecher and Bump stressed that all members of the instructional staff should have an opportunity to participate in the formulation of standards and procedures to be recommended in faculty appraisal.[17] Likewise, Tyler asserted that evaluations should be conducted cooperatively and that action should be taken only when wide agreement exists.[18]

Woodburne suggested that "Teaching effectiveness may be evaluated by some of the following forms of evidence: student opinion polls, the judgment of colleagues, the judgment and performance of former students."[19]

Tyler held that uncertainty concerning the uses to which it will be put is one of the major sources of confusion in faculty evaluation. He indicated that the first step in appraising faculty services is to determine the uses to which the evaluations will be put. Among the possible purposes, he suggested that faculty evaluations provide:

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[16]Ibid., p. 47.

[17]Dwight E. Beecher and Janet W. Bump, The Evaluation of Teaching in New York State, (Albany: The University of the State of New York, 1950) pp. 33-36.

[18]Ralph W. Tyler, "The Evaluation of Faculty Services," Problems of Faculty Personnel, Chapter 12, John Dale Russel Ed., (Chicago: The University of Chicago, 1956) p. 198.

[19]Lloyd S. Woodburne, Principles of College and University Administration, (Stanford: Stanford University Press, 1958) pp. 69-70.

(1) evidence to determine the retention of faculty members, (2) bases for salary recommendations and promotions in rank, (3) bases for improvement, diagnosis of weaknesses and strengths, (4) bases for making faculty assignments, and (5) means for checking the administrator's effectiveness in supervision.[20]

> The improvement of the learning situation cannot be provided by centering supervisory attention upon teaching techniques. The teaching is the product of the teacher's total experiences. To improve instruction, supervision must provide: leadership that develops a unified educational program and enriches the environment for all teachers; the type of emotional atmosphere in which all are accepted and feel that they belong; opportunities to think and work together effectively as a faculty group; personnel procedures that give the teacher confidence in the educational program; and program change based on honest evaluation.[21]

Thus, the Army General Educational Development Program can ill-afford to neglect the practices of instructional supervision. It is true that not all educational programs require the same amount or the same types of supervision; nevertheless, within the broad meaning of the term, some type of supervisory program is essential to the accomplishment of program objectives, enhancement of the learning situation, and the human relations aspect relative to teachers.

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[20]Tyler, op. cit., Chapter 12.

[21]Wiles, op. cit., p. 17.

Principles and Practices of Supervision

Burton and Brueckner point out that "supervision on a functional service basis is a necessary, integral part of any general educational program ..."[22] A number of reasons are listed by them in support of this, one of which - in particular - seems to apply to the Army General Educational Development Program.

> Education is developing so rapidly that educational workers in general cannot possibly keep abreast of current developments. Supervisory services will bring to all members of the staff analyses and discussions of research findings, new departures, and creative suggestions.[23]

Burton and Brueckner also discuss the nature of supervisory planning and some of its underlying principles. In this connection, they assert that the supervisory program should be a cooperative enterprise involving teachers, supervisors, administrators, and students.[24] This same idea is also suggested by a number of other authoris on the subject. Melchior points out that teachers should cooperate in the selection of textbooks and other instructional supplies and equipment.[25] Ashby notes that effective supervision grows out of group thinking and group planning.[26]

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[22]Burton, op. cit., p. 17.

[23]Ibid.

[24]Ibid., pp. 130-131.

[25]William T. Melchior, Instructional Supervision: A Guide to Modern Practice, (Boston: D. C. Heath and Company, 1950) p. 430.

[26]Lloyd W. Ashby, "What Supervisory Practices Promote Teacher Growth and Cooperation?," Bulletin of the National Association of Secondary School Principals, 36 (April 1952), pp. 26-32.

The Association for Supervision and Curriculum Development, in their list of characteristics of the group process, note that all action is cooperative.[27]

Grant Rahn notes that teachers should share in deciding what to do.[28] Beecher,[29] Elsbree and McNally,[30] and Yeager[31] point out that evaluation is also a cooperative process.

Still on the theme of cooperative action, Burton and Brueckner suggest that the educational product be evaluated at various stages of development, in the light of accepted objectives, by means of suitable instruments and procedures of appraisal.[32] To this end, they suggest that an analysis sheet be developed cooperatively for use by teachers, principals, and supervisors in the study of instructional practice. Melchior[33] and Beecher[34] also state that an analysis of objectives should be developed. Thus, it appears that cooperative action is important for all educational programs where instructional supervision is practiced.

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[27] Ibid.

[28] Grant Rahn, "Appraising the Supervisory Program," Bulletin of the National Association of Secondary School Principals, 34 (December 1950), pp. 281-288.

[29] Dwight E. Beecher, "Judging the Effectiveness of Teaching," Bulletin of the National Association of Secondary School Principals, 34)December 1950), pp. 270-281.

[30] Willard S. Elsbree and Harold J. McNally, Elementary School Administration and Supervision, Second Edition, (New York: American Book Company, 1959), pp. 188-190.

[31] Yeager, op. cit., pp. 317-318.

[32] Burton, op. cit., p. 132.

[33] Ibid.

[34] Beecher, op. cit., pp. 270-281.

Elsbree and McNally assert that, in the program of instructional improvement, the supervisory program should be functional.[35] Burton and Brueckner state that the supervisory program should be flexible.[36] Mechior notes that "the evaluation techniques and procedures used should be as broad as the goals of the program."[37]

Relative to the characteristics of an acceptable supervisory plan, "the details will differ widely with varying situations and groups. Certain common features should appear regardless of location or of the groups doing the planning."[38] A broad, flexible, and functional program of instructional supervision would include basic concepts in the evaluation of teaching, the application of basic principles, and the development and implementation of sound practices of instructional supervision. In this connection, Beecher presents the following basic concepts in the evaluation of teaching:

1. Basic concepts in the evaluation of teaching:

    a. Evaluation is a co-operative process.
    b. Evaluation is a guidance procedure.
    c. There should be adequacy and availability of evidence.
    d. Appraisal should be continuous rather than periodic.
    e. Teacher fear of appraisal should be dispelled.
    f. Findings of evaluation should be used.
    g. Ratings can be constructive.
    h. Teaching objectives are the criteria of evaluation.

2. Applying the basic principles of evaluation:

    a. Validity.
    b. Reliability.
    c. Adequacy and availability of evidence.

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[35]Elsbree, op. cit., pp. 188-190.

[36]Burton, op. cit., pp. 130-131.

[37]Melchior, op. cit., pp. 434-435.

[38]Burton, op. cit., p. 132.

d. Objectivity.
e. Relative values of weights and scores.[39]

In the literature concerning supervision, much has been said relative to evaluation of teaching. Burton and Brueckner note that the supervisory program should provide for the "evaluation of the educational product at various stages of development, in the light of accepted objectives, by means of suitable instruments and procedures of appraisal."[40] In this regard, and relative to Beecher's basic concepts of evaluation, Melchior furnishes the following, which he calls a Report on Guiding Concepts of Teacher Evaluation:

1. The first and major purpose of any evaluation procedure should be helpfulness. The process should be continuous, allowing much opportunity for teacher self-evaluation and supervisory conferences to the end that each teacher may achieve his maximum potential contribution to the school program.
2. The process should be consistent with democratic philosophy. The individual teacher should participate in his own evaluation and contribute to his own confidential record of exceptional service.
3. The process should be in accord with an effective learning situation.
4. The evaluation techniques and procedures used should be as broad as the goals of the program.
5. While a high degree of objectivity is to be desired, it must be recognized that strictly objective procedures in teacher evaluation are too limited adequately to serve the purpose. Where judgments enter into the record of observable activities, they should be made in consultation with the teacher concerned and there should be no judgments of his effectiveness in the absence of supporting evidence.[41]

Shane and Yauch note the following steps in the evaluation process:

1. Sensing a problem.
2. Clarifying values that bear on it
3. Developing criteria for studying the problem.

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[39]Beecher, op. cit., pp. 270-281

[40]Burton, op. cit., p. 132.

[41]Melchior, op. cit., pp. 434-435.

4. Expressing the criteria in terms of desirable behavior.
5. Establishing situations in which the behavior can be studied.
6. Using instruments or procedures in the study of behavior.
7. Analyzing the behavior change.
8. Taking action compatible with the findings.[42]

Elsbree and McNally list the following characteristics of good evaluative procedure in the program of instructional improvement:

1. Evaluation should be comprehensive: teaching, organization, administration, supervision, materials, equipment, curriculum, etc.
2. Evaluation should be cooperative.
3. Evaluation should be based on valid criteria. The criteria which are used in the evaluation should be consistent with the accepted philosophy and objectives of the staff.
4. Evaluation should be diagnostic.
5. Evaluation should be continuous.
6. Evaluation should be functional.[43]

Regardless of the specific aspect of the supervisory program, general principles should provide guidelines along which practices or procedures would follow. Reeder and Ashby offer a number of general principles in connection with what supervision should be:

1. Supervision will re-direct and improve the work of the average and mediocre teacher.
2. The standards and program of supervision must be fully understood by those supervised as well as by the supervisors.
3. Supervision must develop and encourage on the part of the teachers, initiative, self reliance, intelligent independence, responsibility. It must capitalize on the teachers' ability and experience.
4. The administrative aspect of supervision is secondary to the pedagogical.
5. When supervision is inspectorial, it should never be simply that and nothing more. Judgments should not be passed on the basis of brief inspectorial visits.
6. The supervisor must be specifically and definitely trained for his work.

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[42]Harold G. Shane and Wilbur A. Yauch, Creative School Administration, (New York: Henry Holt and Company, 1954) p. 80.

[43]Elsbree and McNally, op. cit., pp. 188-190.

7. The type of democratic leadership involved in supervision demands the very highest type of well rounded, poised personality.[44]

Ashby suggests the following as principles of good supervision:

1. Effective supervision is first of all concerned with attempting to build good morale.
2. Effective supervision finds ways and means to utilize and release the talents of teachers, students, and lay persons.
3. Effective supervision grows out of group thinking and group planning.
4. Effective supervision goes hand in hand with curriculum developmen t.
5. Effective supervision respects those with whom the superior works.[45]

As mentioned earlier, sound practices or procedures of supervision are necessary for the implementation of basic principles. Melchior states that "the techniques employed by supervisors, which may well be called procedures of supervision, are concerned with many activities in which the instructional personnel are involved."[46]

> Much has been written relative to methods and devices for supervision. Many of these techniques have been in use for years and are still considered to be as valuable as ever. To make it possible for these supervisory devices to be identified effectively, they have been divided traditionally into two general classifications: (1) group devices and (2) individual devices. It is pointed out that no one device is, in and of itself, better for use than another; rather, each of them has been proved to be sound upon occasions when the supervisory situation called for the employment of that particular method. Since the maximum growth and improvement of the teachers in service is the main goal for the supervisor, he must be familiar with all of these devices. Listed alphabetically, these supervisory devices are:[47]

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[44]Reeder, Edwin, op. cit., pp. 1-10.

[45]Ashby, op. cit., pp. 26-32.

[46]Melchior, op. cit., p. 434.

[47]J. Minor Gwynn, Theory and Practice of Supervision, (New York: Dodd, Mead and Company, 1961) pp. 326-327.

Group Devices	Individual Devices
1. Committees	1. Classroom observation
2. Course work	2. Classroom experimentation
3. Curriculum laboratory	3. Conference (the interview)
4. Directed reading	4. Intervisitation and observation
5. Demonstration teaching	5. Selection of materials for teaching
6. Field trips for staff personnel	6. Self evaluation
7. Institutes and lectures	
8. Panel or forum discussions	
9. professional libraries	
10. Professional organizations	
11. Supervisory bulletins	
12. Teacher's meetings	
13. Workshops or group conferences	

It is interesting to note that certain practices appear in nearly every list of practices suggested by various authors. Hammock lists the following as representing some of the activities of supervisors:

1. Make classroom visits.
2. Attend professional organizations.
3. Hold group conferences.
4. Discuss educational philosophy or objectives with teachers.
5. Hold individual conferences.
6. Discuss methods with teachers.
7. Work on committees.
8. Evaluate and select books.
9. Give suggestions.
10. Interpreting test data to teachers.
11. Acting as consultants.
12. Working with curriculum consultants.
13. Speaking to lay organizations.
14. Interviewing parents.
15. Holding office in professional organizations.
16. Writing of developing curriculum.
17. Preparing manuals or bulletins.
18. Interviewing prospective teachers.
19. Directing testing programs.
20. Preparing source or teaching units.
21. Organizing-directing workshops.
22. Correcting tests, etc.[45]

It will be noted in Table 3, Appendix G, that many of the listed functions call for group planning, and that they in turn encompass many

[45]Robert C. Hammock et. al., Supervising Instruction in Secondary Schools, (New York: McGraw-Hill Book Company, 1955) p. 27.

of the more detailed activities. It can be seen from this table that, in the range eighty-five to one-hundred percent - relative to functions performed by supervisors - the following functions are represented: attending meetings of professional organizations, holding group conferences to discuss common problems, making classroom visits, holding individual conferences with teachers on problems they propose, and discussing methods with teachers.[46]

The idea of similarity concerning suggested practices of supervision is further illustrated by the following which represents points of greatest agreement between supervisors and teachers in ranking of certain supervisory practices in order of relative importance:

1. Visit classroom teachers.
2. Write professional articles for publication.
3. Maintain a system encouraging teachers to offer s suggestions for the improvement of the educational program of the school.
4. Encourage teachers to address professional groups outside their own school system.
5. Survey the school plant and equipment.
6. Develop and maintain, or help to develop and maintain, cumulative records of pupils.
7. Recommend teachers for bonus or salary increases.
8. Plan and follow up the intervisitation of teachers.
9. Plan, conduct, and follow up the results of individual conferences.
10. Study the interests, abilities, talents, experience and training of staff supervised.[47]

Many teachers make suggestions for improving the quality of the supervision; among the more frequently mentioned of these suggestions were the following:

1. Supervisors should have more actual classroom experience.
2. Supervisors should offer more constructive criticisms and practical suggestions and less theory.

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[46]Burton, op. cit., p. 21.

[47]Ibid.

3. There should be reports by teachers on supervisors.
4. More frequent conferences between teachers and supervisors would offer greater opportunity for exchange of ideas.
5. Supervisors' directions should be more definite.
6. Supervisors should have a greater appreciation of the demands of other departments.
7. Teachers should be encouraged to use their own initiative.
8. Meetings with the supervisor, where common problems are discussed and methods explained, would be mutually helpful.
9. More frequent and longer visits from the supervisor would result in a better understanding of the individual teacher's problems.
10. The teacher should be given an estimate of her work by the supervisor.[48]

The following represent techniques and practices of supervision suggested by several authors:

1. Stimulate teachers so they will want to improve.
2. Help teachers make instruments for self-evaluation.
3. Visit classes and have individual conferences with teachers.
4. Give due recognition of merit to teachers who have done commendable work.
5. Aid teachers in the most effective use of educational material materials.[49]

1. Explore existing curriculum for purposes of enrichment.
2. Adopt curriculum more closely to pupils' needs.
3. Determine the standardized tests to be given.
4. Develop an analysis of objectives.
5. Determine procedures for remedial work and preventive measures.
6. Develop teacher self-evaluation guides.
7. Plan for the use of teacher rating-scales as study guides.[50]

1. A program of standardized testing needs to be undertaken and maintained.

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[48]Ward G. Reeder, The Fundamentals of Public School Administration, (New York: The MacMillan Company, 1958) p. 170.

[49]Rudyard K. Bent and Lloyd E. McCann, Administration of Secondary Schools, (New York: McGraw-Hill Book Company, 1960) p. 87.

[50]Melchior, op. cit., p. 435.

2. There needs to be provision for more individualized instruction.
3. There must be re-evaluation of much present practice in classroom control and in instructional procedures.[51]

1. Keep the post-observation conference informal.
2. Encourage the teacher to lead the analysis of the activity observed.
3. Help the teacher form his own judgments about the teaching process.
4. Stimulate intervisitation as a method of providing more data on which to base judgments.
5. Raise questions during group planning that lead to the formulation of a specific goal, assignments, and deadlines to serve as bases of judgments.
6. Spend a portion of each faculty meeting analyzing the process used and planning improvement for the next meeting.[52]

Relative to the consideration of principles and practices of supervision for the instructional program, it is of utmost importance that the present program be appraised. It has been demonstrated from the foregoing that certain basic principles and practices are agreed upon by a number of authors on the subject. The need for cooperative action, systematic evaluation, functionalism and flexibility, analysis of objectives, and in-service training has been stressed by many authors. In this connection, Grant Rahn raises a number of questions relative to the appraisal of the supervisory program:

1. Do teachers share in deciding what to do?
2. How do we use the instruments of in-service education?
3. What budgetary provision do we make for in-service training?
4. Do we encourage using measures of pupil development for re-direction of teaching efforts?
5. Are we involving the community in educational planning?
6. Can we profit from extension of co-operative supervisory services?[53]

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[51] Ibid., p. 96.

[52] Wiles, op. cit., pp. 307-309.

[53] Rahn, op. cit., pp. 281-288.

GUIDANCE

John Dewey once said, "guidance is not external imposition, it is freeing the life processes for its own adequate fulfillment." This is the role of counseling for adults. Guidance is the keystone of the adult education program.[54]

According to Yeager, "some form of guidance, whether consciously or unconsciously given, is always present whenever the educational process is in operation."[55]

The success of the Army General Educational Development Program is dependent upon a sound advisement or guidance program. Stoops and Wahlquist point out the importance of conducting guidance programs on the basis of sound principles and practices of guidance.

> Principles are so basic in the guidance process that they are inherent or indigenous. Guidance workers should discover existing principles rather than dream them up. Basic principles, then, are uncovered, not manufactured. The guidance worker will not try to invent basic principles but will look for those principles which exist under current circumstances. He will fashion his guidance organization, using basic principles as foundation stones. Where basic principles of guidance are discovered and clearly formulated, they serve as guides toward the organization necessary for a successful program. Thought of in terms of foundation stones, basic principles determine the size and form of the guidance organization to be built. When properly organized, basic principles of guidance tend to merge theory and practice.[56]

The guidance program in the G.E.D. Program is complex, even as is guidance in most other educational programs. In this connection, the education adviser must have background experience and educational training in both educational and vocational guidance. Furthermore, it is of

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[54]Chris DeYoung, American Education, Fourth Edition, (New York: McGraw-Hill Book Company, 1960) p. 184.

[55]Yeager, op. cit., p. 281.

[56]Emery Stoops and Gunnar L. Wahlquist, Principles and Practices in Guidance, (New York: McGraw-Hill Book Company, 1958) pp. 218-219.

utmost importance that education advisers have available current information relative to educational and vocational fields. Concerning vocational guidance and occupational information, Andrew and Willey assert that the "process of vocational guidance entails assisting the individual in his efforts to choose his occupation, to prepare for entrance into it, to enter it, and to make progress in it. Occupational information is a most important aspect of the vocational guidance process."[57]

Most of the personnel seeking advice in the Army Education Center are military personnel, and they fall into three categories. Some are interested in information concerning educational opportunities available to them in the Army, which will enhance their career in the Army. A second group is interested in educational opportunities that will prepare them for various positions in civilian life. A third category includes individuals who are seeking general counseling because they are not certain as to what they will do in the future.

Cottle considered five elements which he feels are common in all systems of counseling:

> 1. The first common element is the relationship developed between the counselor and the client. It is based on an attitude of mutual respect and confidence, counseling readiness, acceptance of the client as a worthy person, faith in the client's capacity to grow, an atmosphere of frankness and honesty, and minimizing the amount of threat in the interview.
>
> 2. The second common element discussed is the way in which the counselor and the client communicate in an interview. It was emphasized that meanings are more important here than surface statements and that communication includes more than the spoken word.
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> 3. A third common element considered is the breadth and depth of knowledge which the counselor brings to his

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[57] Dean C. Andrew and Roy D. Willey, Administration of the Guidance Program, (New York: Harper and Brothers, 1958) p. 178.

> work. This includes not only the tools and techniques of counseling learned in formal courses, but also the informal study of people during the counselor's leisure and work activities.
>
> 4. The fourth common element is the change in feelings and attitudes which accompanies the progress of a client in interviews.
>
> 5. The fifth and last common element is the structuring or the limits which are developed to determine how the counseling will proceed.[58]

Cottle goes on to say that these factors seem to appear in all systems of counseling and are elements which identify the successful counselor whether he is directive, non-directive, or eclectic.[59]

The advisement program in the Army is probably not as formal as it is in public schools; however, it is a systematic process based upon facts and all of the various aspects of advisement. This includes tests, cumulative records, consideration of the individual's health, interests, background, attitudes, etc.

As has already been mentioned, education advisers in the G.E.D. Program work in several content areas rather than in just one. This is due to the nature of the program and the needs of the individuals being counseled. According to Goldman:

> Content refers to the "what" of counseling; it tells what the counselor and client talk about. It includes, for example, the nature of the problem which the counselee brings. This might be classified into such areas as educational, vocational, social, emotional, etc., thus indicating the facet of the individual's life where the problem seems to be focused... Content, then, is the substantive aspect of counseling. Different counselors will specialize in different content areas of counseling.

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[58] W. C. Cottle, "Some Common Elements in Counseling," Personnel and Guidance Journal, 1953, p. 155.

[59] Ibid.

> Some being primarily educational counselors, some vocational counselors, some personal counselors. Some counselors, on the other hand, are generalists; they work in several content areas rather than in just one.[60]

Concerning the counseling process Goldman calls attention to the following elements of the counseling process:

> The relationship, the sequence of activities, the methods used in dealing with the content of the interview, and the counselor's approach or degree of leading, are all elements of the counseling process. Whereas the content of counseling is to a large extent something that the client brings, process is to a greater degree perhaps a function of the counselor and his personality and his philosophy of personnel work.[61]

It should be pointed out here that the advisement program in the G.E.D. Program is counselee-centered. That is, the individual being advised should make the final decision relative to the source of action he will follow. The real job of the adviser is to assist the counselee to evaluate the various possibilities of the educational problem.

Thus, the importance of basing any guidance program on sound principles and practices of guidance should be apparent to all who engage in guidance activities.

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[60]Leo Goldman, "Counseling: Content and Process," Personnel and Guidance Journal, 1954, p. 163.

[61]Ibid., p. 164.

Principles and Practices of Guidance

Effective guidance services do not develop by chance, no matter how good the intentions of all concerned. Such services require careful planning, execution, and evaluation, or else they will be of little more value to the students being served than a program of incidental activities: Incidental activities:

1. Do not make planned provisions for all the problems of all students.
2. Do not provide for trained leadership centered in a staff member who shares the successes of the program with other staff members and who accepts major responsibility for its failure.
3. Do not enlist the cooperation of all staff members to attain specific objectives.
4. Do not recognize competent counseling as the medium through which all guidance services are made meaningful to individuals.
5. Do not lend themselves to the important task of acquainting the staff, parents, pupils, and community with the objectives and services essential to an effective guidance program.
6. Do not encourage and provide for continuous evaluation of the preparation and attitude of staff members, adequacy of personnel and physical facilities, and, most of all, the effectiveness of the services included in the guidance program.[62]

Andrew and Willey assert that the changing aims of education have influenced the development of guidance theory and practice. In this connection, they present the following broad principles:

1. Because the various phases of the guidance process must be coordinated for maximum value, the guidance program must be organized.
2. It is essential that periodic appraisals be made of the existing guidance program in order that mistakes be rectified, new needs be given recognition, and plans be made for experimentation.[63]

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[62]Glenn E. Smith, Principles and Practices of the guidance Program, (New York: The MacMillan Company, 1951) p. 23.

[63]Andrew and Willey, op. cit., pp. 41-42.

These principles receive rather broad acceptance. Hatch and Stefflre note that a program of guidance "lends itself to effective organization, supervision, and evaluation." They list the following key concepts in guidance service organization:

1. An analysis of the guidance requirements of the students to be served will be a major guide in organization.
2. A survey of what guidance activities are existent and the staff member responsible will serve as a guide to an appropriate guidance organization.
3. The organizational plan for the guidance services must be so structured as to allow for total staff participation in the planning phase.
4. The assigned line and service functions of a guidance program must be identified and understood by all members of the staff.
5. The organization of the guidance program is developed in proportion to the staff time and energy available to staff the structure adequately.[64]

Hahn and MacLean present the following principles and practices which relate to the administration and organization of guidance services:

1. The administrator should use his leadership in planning and developing the guidance program.
2. The administrator should provide for facilitating the organizational and physical needs of the guidance program.
3. The administrator should provide in-service training for the total staff
4. All counseling records should be kept up to date.
5. The program should provide adequate informational service to individual students
6. Improvements in the guidance program should be definitely planned for the immediate future.
7. Carefully conducted studies should be made relative to problems in this field.[65]

In connection with what has been presented relative to the organization of the guidance program, Hatch and Stefflre assert that "the administration of the total program and the administration of any segment

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[64]Hatch and Stefflre, op. cit., pp. 123-125.

[65]Milton E. Hahn and M. S. MacLean, General Clinical Counseling, (New York: McGraw-Hill Book Company, 1950) pp. 275-276.

should be guided by the same general principles. The administration of the guidance program; therefore, should be compatible with the principle governing the total administrative process." They state that, in addition to the organization of the guidance program, "the administrator of guidance services should place the emphasis first on the service to be rendered and then on appropriate staff to perform the activities."

In 1943, the proceedings of the Sixth National Conference of State Supervisors of Occupational Information and Guidance recognized the role of the administrator by focusing attention on the following functions:

1. Recognize the need and importance of a comprehensive guidance program and give it personal support.
2. Make his staff cognizant of the value, functions, and problems of guidance.
3. Provide for a guidance committee.
4. Provide suitable quarters and facilities for the counseling service.
5. Arrange the school schedule so that counseling service is possible for all pupils.
6. See that ample time is allowed for the counselor.
7. Make adequate provision in the budget for carrying on the guidance program.
8. Establish and maintain a cumulative record system.
9. Establish a program of in-service training for members of the staff.
10. Offer special inducements and recognition to counselors in the guidance program.
11. Select counselors on the basis of established criteria.
12. Evaluate and revise curricular offerings in an endeavor to meet pupil needs.
13. Offer extra-class activities to aid in social development
14. Coordinate all available extra-school resources to aid the program.
15. Work out and coordinate the guidance program cooperatively with members of the staff.
16. Evaluate the guidance program in cooperation with the staff to determine its effectiveness.
17. Give desirable publicity to improve schoo, home, and community relationships.[66]

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[66]Andrew and Willey, op. cit., p. 84.

Troyer and Pace list five steps for administrators to follow in an evaluation program:

1. Formulate your general objectives.
2. Define the general objectives in terms of specific behaviors they imply, or those you expect.
3. Identify the sources of evidence that can be used in observing such behavior (as desired).
4. Develop methods for getting evidence.
5. Interpret your results in the light of your objectives.[67]

Thus far, consideration has centered around the concept of organization and the role of the administrator in the guidance program. As mentioned earlier, the administrator of guidance services should place the emphasis first on the service to be rendered, and then on appropriate staff to perform these activities. There is considerable agreement between authoris as to what the services to be rendered should be, appropriate staff to perform the activities, and the practices which the staff should utilize in accomplishing the various tasks. Hatch and Stefflre suggest that an inventory be made of present guidance activities and that a series of in-service meetings be planned around those activities which the staff considers most important.[68]

Zeran suggests several points compatible with those just cited. He suggests that the guidance program be co-operatively coordinated with members of the staff, that the program of guidance services should be designed for a specific school, and that the existent guidance services be evaluated and a program designed to meet local needs as well as utilize the staff skills.[69]

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[67]M. E. Troyer and U. R. Pace, Evaluation in Teacher Education, (Washington: American Council on Education, 1944) p. 68.

[68]Hatch and Stefflre, op. cit., p. 326.

[69]Zeran, op. cit., pp. 205-207.

Stoops and Wahlquist asserted that "one of the most common techniques for evaluating guidance services is a checklist. Some lists probe merely to define the existing service; others rate the degree of service."[70] They suggest a number of points in terms of what the guidance program should be:

1. Guidance services should be continuously available.
2. Guidance services should be available to all individuals.
3. The guidance program should be client centered.
4. Guidance services should meet the individual's varied and extensive needs.
5. Guidance workers should be chosen upon the basis of personal qualifications, training, and experience.
6. Guidance workers should seek opportunities for continuous in-service growth.
7. The guidance worker should employ a wide variety of methods or techniques in the guidance process.
8. An adequate system of cumulative records for each individual is indispensable in a guidance program.
9. Specific budget items should be included for necessary guidance services.
10. The guidance program for an individual school should be tailored to fit the needs of that particular school.
11. Adequate time must be budgeted for guidance workers to allow for proper discharge of their guidance responsibilities.
12. Adequate and appropriate space must be provided for testing, counseling, storage and other guidance functions.
13. Follow-up studies should be made on all individuals.
14. The program should provide for both group and individual guidance techniques.
15. Adequate and appropriate guidance materials should be provided for the ready use of guidance workers.
16. The principal has final responsibility for the guidance program in his school.[71]

Hatch and Stefflre suggest that the following activities also be made a part of the guidance program:

1. Make a follow-up study of drop-outs and graduates.
2. Review the implications of follow-up information as it may pertain to the educational program.

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[70]Stoops and Wahlquist, op. cit., p. 335.

[71]Ibid., pp. 220-230.

3. Efforts should be made to make the cumulative records available to all teachers.
4. Extensive educational and occupational information should be made available to students.[72]

Relative to the emphasis placed on appropriate staff to perform the functions of the guidance program, Hatch and Stefflre state that staff members should share experiences in the use of various guidance services. They also note that the continuing utilization of technical consultants should be considered.[73]

Zeran suggests the following in this connection.

1. The program of guidance services must be predicted upon the competencies possessed by the existent staff and the time available for the performance of these services.
2. Discuss with the staff and arrive at a mutually agreeable decision relative to matters pertaining to the organizational structure and individual roles and responsibilities of all participating in the program of guidance.[74]

According to Hatch and Stefflre the development of an effective team in the guidance program is dependent upon several different factors. The following considerations are especially appropriate:

1. Staff members should be selected on the basis of needs for particular compentencies in the expanding guidance program.
2. The new staff members should have a clear-cut job description which will result in a rapid integration into the program.
3. The incumbent members of the guidance staff should be oriented to the role of the new staff and the specific responsibilities assigned to all members
4. A continuing program of study to analyze effective working relationships is imperative if the guidance staff is to be welded into a positive guidance team.[75]

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[72]Hatch and Stefflre, op. cit., pp. 343-344.

[73]Ibid.

[74] Zeran, op. cit., pp.173-200.

[75] Hatch and Stefflre, op. cit., p. 144.

Hatch and Stefflre suggest the following qualifications for guidance counselors:

1. Effective interviewing competencies based on adequate training.
2. Knowledge of occupational, educational, and social information materials and how to use them with counselees.
3. Training in the psychology of human behavior and considerable insight into the nature and origin of pupil difficulties.
4. Skill in the use of tools and techniques used in the analysis of individuals. [76]

According to Cottle, "some sophistication regarding counseling theory is necessary for each person working within the educational setting if he is to evaluate properly the functioning of guidance services in his particular situation." [77]

In addition to certain philosophical principles, the counselor must also have some guiding operational principles. These principles are formed through the development of skills, abilities, and knowledge. Hahn and MacLean have aptly proposed such a group of counseling principles as follows:

1. Counselors should work within the limits of their professional competence.
2. Counselors should not be forced on individuals with problems.
3. Counseling must strive to develop the client's understanding of himself and his environment.
4. The counselor should act as a special type of corrective mirror.
5. The counselor should aid the counselee to accept himself as the mirror shows him to be.
6. The counselor should not close educational, vocational, doors without opening others.
7. The counselor should help the counselee consider all practical educational-vocational alternatives.
8. Final educational-vocational decisions must be made by the counselee.
9. Counselors must search out all angles of a counselee's problem and use all pertinent tools and techniques in its solution. [78]

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[76] Ibid., pp. 163-164.

[77] Cottle, op. cit., pp. 146-149.

[78] Hahn and MacLean, op. cit., p. 198.

No list of duties will be sufficient to cover all levels of counseling, size of schools, or every level of education. However, consideration should be given to the proper assignment of counseling duties so that the counselor may assume and perform his role effectively. One of the first attempts to define a counselor's duties was made by a group of people interested in the guidance field. The report of their work was published by the U.S. Office of Education. In their job analysis of counseling, they reviewed the duties of the counselor as follows:

1. A counselor secures data about the counselee.
2. A counselor secures and makes readily available adequate data about job opportunities and trends and about the kinds and amount of skills and traits required.
3. A counselor secures and makes readily available information about educational and training opportunities and requirements.
4. A counselor does follow-up work.
5. A counselor provides suitable physical facilities and services.[79]

The following lists of practices illustrate that certain practices are agreed upon as important by a number of authors:

Goertzen and Strong suggest the following practices relative to counseling:

1. Counseling services including some type of curriculum advising.
2. The use of counseling in dealing with vocational choice.
3. The publicizing of counseling programs through various means.
4. Testing programs used as adjuncts to counseling services.
5. The use of tests in vocational counseling.
6. The use of tests in educational counseling.[80]

Cochran lists five counseling practices as follows:

1. Encourage the student to analyze his own interests, capabilities, aptitudes, and problems.
2. Counsel with the student in the selection of his course of study so that he may follow the program that seems most useful to his purposes and in line with his ability and interests.
3. Interpret test scores and other evaluative data to the student so that he may have a good understanding of himself.
4. Prepare a skeleton cumulative record card on each person coun-

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[79] Ibid., p. 198.

[80] Stan M. Goertzen and Donald J. Strong, "Counseling Practices in Small Colleges and Universities of the Pacific Northwest," Personnel and Guidance Journal, Nov., 1962, Vol. XLI, No. 3, p. 256.

seled or advised.
5. Personal data should be interpreted to all members of the staff who work with the students. [81]

The following practices are suggested by Young:

1. The counselor should recognize problems which may require a series of interviews and plan accordingly.
2. Keep a written record of the interview.
3. Make provision for follow-up and assistance when desirable, for each student counseled. [82]

Samuel Gluck presents a proposed code of ethics for counselors. It is interesting to note that a number of these points relate very closely to many of the principles and practices listed previously. The following points were extracted from a lengthy list:

1. The counselor should not offer services outside his area of training and experience or beyound his level of competence.
2. The counselor in his professional practice should refuse to suggest, support, or condone any undertaking involving unwarranted assumptions, invalid application, or unjustified conclusions in the use of instruments or techniques.
3. It is the counselor's obligation to respect the integrity and fundamental convictions of his client.
4. The counselor must not force or impose his services upon an individual.
5. The counselor must have faith in the capacity of the individual to set his own goals.
6. The counselor must not attempt to diagnoze, advise, or prescribe for a client whose problem or problems fall outside the recognized boundaries of his professional practice.
7. The counselor will nit indulge in casual relationships when sought out for vocational guidance assistance, and will only engage in his professional practice to the extent that a complete and thorough opportunity will be given the client to solve his problem.
8. The counselor will not discuss case material or information obtained from a client with anyone outside or within his profession except as it pertains to the client's welfare and the solution of his problem, and then only with the client's consent.
9. Information of a professional nature should be released only to persons who are qualified to interpret it.

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[81] John Cochran, "Guidance Services," Readings in Guidance: Principles, Practices, Organization, Administration, Lester D. Crow and Alice Crow, Editors, (New York: David McKay Company, Inc., 1962) pp. 473-474.

[82] Joe M. Young, "Guidance and Counseling Services," Ibid., pp. 494-495.

10. The counselor will present to a client psychological information such as test results or diagnostic appraisal, in a manner likely to be constructive to the client in solving his problem.
11. Before the completion of counseling, on the choice of a vocational objective, the counselor himself will make appropriate inquiry regarding current and prospective opportunities for employment in the client's preferred occupation. [83]

McKinney also mentions one of the points listed in the code of ethics just cited: " Records of a counseling relationship--interview notes, test data, correspondence, etc.--and other professional information shall not be made available for any other than that for which they were compiled, unless by permission of the client." [84]

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[83]Samuel Gluck et.al., "A Proposed Code of Ethics for Counselors," Occupations, 30 (1952): 484-490.

[84]Fred McKinney, Counseling for Personal Adjustment in Schools and Colleges, (Boston: Houghton Mifflin Company, 1958) p. 308.

PERSONNEL ADMINISTRATION

According to Douglas, objectives determine organization and procedures.[85] In the G.E.D. Program, as pointed out earlier, the Post Director of G.E.D. must operate within the framework of Army Regulations. These Regulations furnish the information relative to objectives, but the Director and his staff determine the organization and many of the procedures necessary to the accomplishment of the objectives of the program. In the final analysis, they make the final decisions as to how something is carried out. In this connection, Hughes states "The school may have a policy, a curriculum may be established, a rule of order enforced. It is the individual, however, who must interpret the policy, the rule or the curriculum material. The final decision as to how something is to be carried out rests with the individual member of the personnel." [86]

Personnel administration is, therefore, an important aspect of the total administration of an Army Education Center. It is this aspect which is concerned with human behavior, more often referred to as human relations; it is that aspect related to working with people. Relative to human relations in educational organizations, Hughes notes that "reliable estimates indicate that 90 per cent of the time of forward

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[85] Harl R. Douglas, Modern Administration of Secondary Schools, (Boston: Ginn and Company, 1954) p. 13.

[86] James Monroe Hughes, Human Relations in Educational Organization, (New York: Harper and Brothers, 1956) p. 3.

looking school administrators is spent working with people, and only 10 per cent in working with things. Studies of reasons for failure in school administration clearly show that it usually results from the inability of the administrator to work with people and not from incompetence in technical skills." [87]

> Unless an administrator really understands and behaves in terms of the implication of the past quarter-century's accumulated knowledge and thinking about the nature and dynamics of social organization and human behavior, his awareness of the human aspects of administration is archaic, no matter how up-to-date technical knowledge may be.[88]

Therefore, it can be seen that the Post Director of G.E.D must be concerned with the personnel administration aspect of administration if his program is to reach the level of competency inherent in the potential of the staff. Moore asserts that the task of administrations is facilitated if sound principles of management and organization are followed; on the other hand, the task of administration becomes more difficult if these principles are neglected. [89]

Weber states that "the school administrator who is constantly concerned with solving the intricate problems of the staff is most likely to find an immensely effective staff." [90]

According to Wiles:

> Personnel administration is the development and maximum utilization of the potentialities of individuals on the

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[87] Ibid., p. 13.

[88] Ibid., p. 438.

[89] Moore and Walters, op. cit., p. 63.

[90] Clarence Weber, Personnel Problems of School Administration, (New York: McGraw-Hill Book Company, 1954) p. 3.

> staff. It involves selection, induction, placement, training and assignment of manpower as necessary. It requires continuous study of work conditions as a basis for taking action to supply necessary employee services and the readjustment of factors in the environment that hinder the fullest contribution of individuals to the task at hand.[91]

The various routine responsibilities must be understood by the modern administrator of educational personnel. This includes knowledge of how to handle certification, licenses, regulations, and schedules. It also includes the ability to prepare agenda; organize educational programs; evaluate credits; attend to all of the routines that go to make up the work of the personnel officer. He must have a thorough understanding of the resources and methods of recruitment, selection, and promotion. It should be noted, however, that if he spends his time on these kinds of administrative routine, he is not really practicing personnel administration.[92]

> The new personnel administration is primarily the responsibility of helping a corps of individuals with every available resource to be happy, healthy, efficient and cooperative in their work. Personnel administration must, therefore, be sensitive to the creative and adoptive mechanisms of the human personality. Most significantly, personnel administration must operate within a relationship of professional and social democracy, for it is only when men are free in association and fearless in communication that their best and noblest service is rendered. It is the human relations aspect and its emphasis that distinguish personnel administration in the area of education. For in education performance can not be adequately measured by an accounting of tangible products.[93]

Hughes asserts the same idea when he states that "the quality of personal relationships which exists among members of an educational

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[91] Wiles, op. cit., p. 242.

[92] Leon Mones, "Administration of Educational Personnel--The New Emphasis," Education, 75, 4, December 1954, pp. 203-208.

[93] Ibid.

organization has a more direct relation to the achievements of the organization than is generally true of personal relations and achievements in other types of organizations." [94]

An analysis of the G.E.D. Program has already been presented, and it was pointed out that this educational program is similar in many respects to civilian-type educational programs. The differences that do exist between the G.E.D. Program and other types of educational programs do not negate the need for sound principles and practices in educational administration. This, of course, includes personnel administration. Though some of the very important principles and practices of personnel administration operating in civilian-type education are not applicable to the G.E.D. Program because of its unique structure, there are many which are applicable and play a very important role relative to the success of the G.E.D. Program. In the following quotation, Moore and Walters present a point of view which clearly states the writer's concept of personnel administration in the G.E.D. Program:

> Basic to any plan of personnel organization is a philosophy of education and human relationships. If an educational institution is regarded as having but one purpose, that of facilitating learning, its personnel structure must be directed toward this end. If the philosophy as it pertains to both education and human relationships places human values, in students and staff personnel, at a high level and sees in their presentation a means of serving the needs of society, then personnel practices must reflect that point of view. [95]

It was mentioned concerning guidance that basic principles should be uncovered rather than manufactured; they should be discovered rather than dreamed up. This is true also of personnel administration. The

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[94] Hughes, op. cit., p.2.

[95] Moore and Walters, op. cit.

following is an attempt to discover principles and practices of personnel administration which have potential for improving this aspect of administration in the G.E.D. Program.

Principles and Practices of Personnel Administration

According to Griffiths, an administrator must learn as much as possible about his faculty if he is work effectively with them. He states that "techniques have no value in an of themselves. In order to select the technique that will do the job, it is necessary to know the dynamics of the group; the goals, values, and ethics of the group and its members; and the dynamics of the techniques being considered." [96]

This same thought is considered by Kennelly:

> Most public school systems have found from experience that an effective and meaningful program of personnel administration has as its basis an abiding respect and consideration for the human relations aspect. The achievement and perpetration of high morale within the entire corps of instructional and non-instructional personnel is perhaps the chief goal of good personnel administration. Paradoxically, the morale of the staff may be both the means and the end of such a program.
>
> If a program of personnel administration is to function effectively to the benefit of the school system and the individuals who comprise it, it must afford some of the following objectives:
>
> 1. All members of the staff must experience a sense of participation determined and limited only by their interests and abilities.
> 2. All members of the staff must experience a sense of professional security in their job.
> 3. All members of the staff must experience a sense of profiting professionally and individually from the overall and total outcome.
> 4. All members of the staff must experience a sense of the privilege of contributing to the total outcome.

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[96]Daniel Griffiths, Human Relations in School Administration, (New York: Appleton-Century-Crofts, Inc., 1956)p. 63.

5. All members of the staff must be encouraged to share the spirit of cooperation rather than to revert to rivalry and competition which must be reduced to a minimum.
6. All members of the staff must be encouraged to avoid the dangers of intrigue and internal conspiracy.
7. Educational leadership on all levels must be democratic.
8. Educational leadership on all levels must provide a working atmosphere of functional freedom with opportunity for unique and creative contribution.
9. Educational leadership on all levels must provide opportunities for the maintenance of satisfying and stimulating social activity.
10. Educational leadership on all levels must provide for increased avenues of communication and exchange of information and ideas. [97]

The task of personnel administration is made easier when the administrator knows his staff, as suggested by Griffiths.[98] The next step is the organization of the personnel. Moore and Walters present a comprehensive list of principles relative to the organization of the personnel:

1. The organization should reflect the educational philosophy and point of view as to human values.
2. Effective democracy must be reflected in the organization and the processes that are involved.
3. Efficiency, using the term in its broad sense, must be obtained.
4. Creative abilities in the staff must be released through both the organization and the processes that take place.
5. Growth and development must be fostered in the entire staff.
6. Tensions and frustrations should be reduced to a minimum and each staff member allowed to function as the highest possible level in his work.
7. The need for cooperative planning and group evaluation must be recognized and opportunities allowed to practice them.
8. The ordinary basic desires of individuals, such as security, belongingness, recognition, and new experiences, must be acknowledged and opportunities allowed for their achievement.
9. The delegation of authority and the fixing of responsibility, with the individual accepting it, must be a part of the organizational plan.
10. The recognition of the need for the function of execution or administration must appear in the structure and must be defined.
11. Channels of communication and the necessary organization to allow for group action must exist to permit the working of the principles enumerated.

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[97] Edward F. Kennelly, "Human Relations in Personnel Administration for Education," Education, December 1954, Vol. 75, No. 4, pp. 214-216.

[98] Griffiths, op. cit. p. 63

12. The need for the leadership function must be recognized and not limited to those with administrative assignments.
13. The type of organization must permit the induction of new personnel on a constructive basis and recognize the responsibility of the permanent staff for their success.
14. The type and nature of the organization must be such as to allow for professional integrity in the staff.
15. Policy formulation by the staff, subject to approval by the lay governing board, is a responsibility of the entire group, and those that are affected by a given policy should have a part in its development. [99]

According to Mones, and consistent with Griffiths, kennelly, and Moore and Walters, "Modern educational leadership relies upon the processes of group thinking, group deliberation, group decision, and the mutual stimulation that result from these." [100]

Wiles stresses the need for bringing the staff into the planning and decision-making processes. In this connection, he suggests the following principles and practices:

1. Bring the staff into the process of identifying the problems on which the group should be working.
2. Share determination of goals and method of operation.
3. Keep channels of communication open by which teachers can make suggestions for improvement to the staff and by which persons requiring help in carrying an assignment can make their needs known.
4. Seek equality of load within the staff.
5. State belief that there is no one best method of teaching.
6. Encourage teachers to develop distinctive classrooms that reflect the work and activities of their classes.
7. Recognize persons who are trying new procedures.
8. Provide a specialization program that will increase teacher's self-assurance and social skills.
9. Provide in-service training experience in a variety of media for self-expression.
10. Help teachers develop techniques for evaluating a variety of types of pupil growth. [101]

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[99] Moore and Walters, op. cit., pp. 14-19.

[100] Mones, op. cit., pp. 206-207.

[101] Wiles, op. cit., pp. 102-103.

Weber also touches upon the idea of faculty participation. He asserts that:

> Since growth results from experience, there must be free interplay of ideas, freedom of thought and freedom to try out and experiment with new ideas on the part of the teaching staff. Only an alert, sensitive, disciplined intelligence on the job can properly weigh the facts and render a decision, and this kind of a person is best developed in a democratic atmosphere through guided experience. [102]

Several methods of listing ways of working with teachers are found in the literature. The simple outline below proceeds from methods useful with large groups to individualized procedures:

1. Orientation meetings for new teachers.
2. Pre-term meetings for planning.
3. Workshops.
4. Small group conferences.
5. Committee work.
6. Bulletins and other documentary aids.
7. Audio-visual aids.
8. Provision of central library collection of books, resource materials.
9. Extension or summer school courses.
10. Local research problems and/or experimental trial of new materials or processes. [103]

According to Moore and Walters, communication is one of the basic problems of any type of participation program, especially in a complicated process like education. In this regard, they list the following principles and practices as suggestions for improving communications:

1. Develop good human relations.
2. Set up machinery for an interchange of ideas.
3. Communicate at the level of interest and understanding.
4. Use a variety of media since some people respond to certain types better than others.
5. Make written communications attractive and use pictorial and graphic illustrations wherever possible.
6. Limit the number of communications to an amount that can be consumed.
7. Maintain the same cooperative approach in communications that

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[102] Weber, op. cit., p. 228.

[103] Burton and Brueckner, op. cit., p. 145.

Morale is a very important part of what has been discussed in this section. In fact, it is considered by many in the field of personnel administration to be one of the most important aspects of personnel administration. According to Weber:

> The goal of staff participation is to bring to bear the best professional judgment and information that can be obtained in the solution of educational problems and to achieve at the same time a morale that will make the solutions effective. It is commonly accepted point of view in democratic process that morale develops proportionately to the part the group exercises in its own regulation and policy determination. [104]

Grieder and Rosenstengel state that low morale usually results from poor personnel relationships. They state that "teachers, like all other persons, have certain basic drives; if these drives are thwarted, morale will be low." [105] Some of the basic things teachers desire are:

1. Security within the group.
2. A feeling that they are progressing.
3. A feeling that they are appreciated.
4. A feeling that they are affiliated with a great cause. [106]

Relative to practices aimed at creating high morale on the part of the staff, Wiles suggests the following, which are representative of those suggested by other authors on the subject:

1. Prepare a handbook describing employee services of the system.
2. Work for employee services that will increase teacher happiness and efficiency.
3. Let staff members know of concern about their dissatisfactions.
4. Ask for suggestions for ways to improve working conditions.
5. Establish a teacher-welfare committee to work on improvement of working conditions.
6. Keep a record of agreements reached and commitments made.
7. Establish in-service training to build necessary skills.
8. Respect teachers' analysis of the teaching they are doing.
9. Listen to the opinions and proposals of all staff members.
10. Consult with teachers before action is taken that will affect them.

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[104] Moore and Walters, op. cit., p. 39.

[105] Grieder and Rosenstengel, op. cit., p. 232.

[106] Ibid.

11. Keep the staff informed of policy changes originating outside the unit that will affect them.
12. Plan work with the staff instead of issuing directives on how it should be done.
13. Avoid action that will make the teacher feel less important and capable.
14. Check frequently on indices of teacher morale.
15. Plan with staff members the way a job assignment is to be executed. [107]

In-service training programs have become a by-word in most educational programs and activities. Certainly, in-service training programs are an important means whereby a participation program can be made a functional aspect of personnel administration programs. Haggerty listed the following opportunities for in-service growth of faculty members. These practices representative of a number of lists by other authors:

1. Personal conferences with superior officers.
2. Special library facilities in the field of instruction.
3. Provision of books relating to college instruction.
4. Institutional study of college educational problems.
5. Opportunity to visit classes of other instructors.
6. Travel expense to meetings of learned societies.
7. Observation of instruction by other teachers.
8. Instructional effort to improve examination procedures.
9. Counsel of specialists in college teaching.
10. Sabbatical or other leave.
11. Collection of student opinion about instructional practices.
12. Reduction of teaching load to provide special opportunities for improvement.
13. Collection of alumni opinion about instructional practices.[108]

Teacher selection and placement has become a key aspect of personnel administration in education. According to Yeager, many conditions affect the supply and demand of qualified teachers; therefore, maintaining a balance has become one of the most critical problems of the profession.[109]

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[107]Wiles, op. cit., p. 288.

[108]Melvin E. Haggerty. The Faculty, Volume II, The Evaluation of Higher Institutions, A report of the Committee on Revision of Standards of the North Central Association of colleges and Secondary Schools, (Chicago: University of Chicago Press, 1937) p. 163.

[109]Yeager, op. cit., p. 42.

Relative to the selection of staff, Hatch and Stefflre state the following:

> If the administrator is to make the wise selection of staff expected of him, he must have an appreciation of the entire educational process; or he is in no position to evaluate staff needs. An individual with a clear concept of educational objectives and the processes available to attain those objectives will be in a much better position to evaluate potential staff in terms of the contribution to be made to the entire program.
>
> The administrator with insight into the local scope of the educational program and with a sensitivity to select effective staff members is then confronted with the major problem of administration. The real problem is to organize, interpret, and facilitate the educational program in accordance with educational needs, laws, finances, and staff competencies.
>
> Many assumptions have been suggested as guides to the administration in the staffing aspect of administration. Some of the following seem to hold great promise in judging the importance of this aspect:
>
> 1. The effectiveness of personnel managment is related directly to the degree to which individuals are selected for jobs only after consideration has been given to all available persons.
> 2. The effectiveness of personnel management is related directly to the degree to which individuals are recruited both for specific jobs and for the general contribution that they make to the effectiveness of the total program.
> 3. The effectiveness of personnel management tends to be related to the degree to which remuneration of staff is based primarily upon the importance of duties they perform and the effectiveness with which those duties are performed.
> 4. The effectiveness of personnel management is related directly to the extent to which personnel believe that salary scales are fair and just.
> 5. The effectiveness of personnel management is related directly to the extent to which the executive encourages personnel to seek positions in which they can render maximum service.
> 6. The effectiveness of personnel management is related directly to the extent to which changes in the status of staff members are frequent enough to permit their development, yet not too often to cause instability in the organization .
> 7. The effectiveness of personnel management is related directly to the extent to which provision is made for gradual or partial retirement of the individual members of the staff.[110]

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[110] Hatch and Stefflre, op. cit., pp. 36-62.

The following lists of practices - in connection with candidate appraisal, selection, and appointment - furnish a comprehensive representation of practices suggested by other authors on the subject. Similarities concerning suggested practices can be noted in these lists.

Moore and Walters suggest the following practices:

1. Personal interviews with applicants.
2. Information and opinion from persons named as references.
3. Formal application blanks.
4. Transcripts of college preparation.
5. Verification of experience records reported by applicants.
6. Observation of classroom work of applicants.
7. Required physical examination of applicants.
8. Required written examinations.
9. Use of teacher-placement bureaus.
10. Direct application by candidates.
11. Inquiries at conventions and gatherings.
12. Cooperation between school systems.
13. Published announcements of positions to be filled.
14. Obtaining names through members of the staff.
15. Direct recruitment on campuses of teacher-preparing institutions. [111]

1. That insofar as objective, quantifiable and recordable evidence of merit and fitness are available, this evidence should be used in lieu of subjective judgments.
2. That appraisal of merit and fitness should be the responsibility of professional officials and adequate safeguards to protect their prerogatives should be established.
3. Minimum standards of preparation and experience for each position should be established.
4. The plan for teacher selection adopted by a local coummunity should be widely publicized.
5. Considered policies should be adopted as to what constitutes a reasonable body of assignments for a classroom teacher.
6. Facts should available, in a form that makes analysis possible, of the total assignments of each teacher.
7. Systematic study should be made of each teacher's assign ments by means of a formula or other objective comparison as a basis for equalizing loads.
8. Classroom teachers and administrators should undertake cooperative effort to solve the problem by becoming aware of the teacher load problem. [112]

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[111] Moore and Walters, op. cit., pp. 198-203.

[112] Ibid., pp. 284-285.

Relative to the selection and assignment of the staff, Wiles suggests the following practices:

1. Use the help of the staff in selecting new personnel.
2. Ask staff members to recommend persons they feel are best qualified for positions open in the staff.
3. Secure recommendations from outside persons and placement agencies.
4. Let the candidate know where he stands at the close of the interview.
5. If the candidate is not selected, notify him of final choice and reasons for the selection.
6. Supplement personal data sheets and interviews with observation of the candidate in action where possible.
7. Present an accurate picture of the position during the employment interview.
8. Explain the development and problems of the school.
9. Describe the background and accomplishments of the staff.
10. Check with the new teacher from time to time to see what additional help is needed. [113]

The following analysis of teacher selection practices is presented by Burton and Brueckner:[114]

	Practice	Number	Percent
1.	Hold personal interviews with applicants.	1609	100
2.	Collect information and opinion from persons named as references.	1402	87
3.	Require applicants to submit transcripts of college preparation.	1301	64
4.	Require proof of legal certification for position sought.	853	53
5.	Verify experience records reported by applicants.	789	49
6.	Observe classroom work of applicant.	624	39
7.	Establish lists of eligible candidiates.	485	30
8.	Require applicants to submit to a physical examination.	460	28
9.	Require applicants to take written exams.	51	3

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[113] Wiles, op. cit., pp. 272-273.

[114] Burton and Brueckner, op. cit., p. 534.

SUMMARY

The administration of the Army General Educational Development Program at the Army Post level includes many aspects of educational administration. While it is important that every aspect be carefully analyzed and implemented, still there are some aspects which are more important to the overall success of the program than are other aspects.

Three of the very important areas of educational administration in the G.E.D. Program were discovered to be supervision of instruction, guidance, and personnel administration.

In many respects, these different areas of educational administration function much the same as they do in civilian type educational institutions; however, there are certain principles and practices which are important in civilian-type educational institutions, but which are not applicable or have little merit for the G.E.D. Program.

In this program structured, democratic supervision must prevail to insure that capabilities and potentialities, inherent in the students and in the staff, are developed to the fullest extent. Furthermore, it must be a cooperative enterprise and one which utilizes in-service programs in its implementation. A further function of supervision in the G.E.D. Program is to make certain that the various program objectives are accomplished.

It was noted that guidance is the keystone of the adult education program. Certainly the success of the Army G.E.D. Program is dependent upon a sound advisement program, and a sound advisement program is dependent upon the discovery, analysis, and implementation of sound

principles and practices which exist under current circumstances. Properly organized, these basic principles of guidance tend to merge theory and practice.

Though not as formal as advisement in the public schools, advisement in the G.E.D. Program is a systematic process. The advisers work in several content areas, and the advisement program is counselee-centered.

Personnel administration was discovered to be of key importance in the G.E.D. Program. Though the Post Director must operate within the confines of AR 621-5, still he and his staff make the final decisions as to how something is carried out. Like any other educational program, the success of the G.E.D. Program is dependent upon the contribution made by individuals who operate the program. If sound principles of personnel administration are established and followed, the task of administration is facilitated and the staff is usually an effective one. On the contrary, if these principles are neglected, the task of administration will be difficult.

Principles and practices listed on the rating form were selected from the various lists in this chapter.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

Procedure

Interviews with a number of Post Directors of General Educational Development revealed three important aspects of educational administration in the Army General Educational Development Program: supervision of instruction, guidance, and personnel administration.

The writer conducted a review of the literature in these three areas for the purpose of developing a comprehensive list of administrative principles and practices. These principles and practices were analyzed in terms of their applicability to the Army G.E.D. Program. Those principles and practices were selected which were suggested most often, and which in the writer's judgment were applicable to the G.E.D. Program. This resulted in a set of fifty principles and practices in each of the three areas for a total of 150 principles and practices, which were listed on a rating form.[1] The rating form was checked by various members of the writer's doctoral program committee and suggested revisions were incorporated.

The Distribution of the Rating Form.-- A panel of experts was established consisting of individuals from headquarters and staff levels in the Army G.E.D. Program and individuals from several universities currently participating in the G.E.D. Program. These individuals are

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[1]Appendix B.

all well acquainted with the Army G.E.D. Program.

On February 28, 1963, the rating form was distributed to twenty-one members on the panel and to seventy-one Army Post Directors of General Educational Development in the Continental United States. Accompanying the rating form was an introductory letter[2] and self-addressed stamped envelope. A separate inclosure was attached requesting the form be returned by March 18, 1963. The members of the panel and the Army Post Directors of G.E.D. in the field were asked to rate each principle and practice either important or not important to the Army General Educational Development Program. They were requested to consider the principles and practices not important if they were of little or no importance. They were to rate them important if they were considered to be important or of some importance to the G.E.D. Program. As explained in the methodology in Chapter 1, only those principles and practices which the panel and field agree to be important will be accepted for distribution to all the Army Education Centers in the Continental United States.

By March 19, 1963, nineteen of the twenty-one members returned completed rating forms. Fifty-four of the seventy-one Post Directors of G.E.D. returned completed forms. A telephone call resulted in the receipt of one additional completed form from the panel, and a follow-up letter[3] resulted in the receipt of six additional completed forms from the field. The net result was twenty of twenty-one for a 95% return from the panel, and sixty of seventy-one for 85% return from the field.

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[2]Appendix C.

[3]Appendix D.

There was no significant difference in type, location, or size between the sixty responding posts and the eleven posts which did not respond.

The responding posts are located in twenty-three different states and the District of Columbia, and the number of posts from each state are listed in Table 4.

Treatment of the Data.-- The data from the returned rating forms was quantified and chi-square of fit and chi-square tests of independence were run for each principle and practice at the .05 level of significance. This resulted in a total of 450 Chi Square Tests. Tabulated data and the chi-square results are located in Appendix E.

The chi-square goodness of fit tests for the principles and practices found to be significantly important by both the field and the panel were averaged and the mean for each principle and practice was determined. This provided a measure whereby the significantly important principles and practices could be listed in order of importance.

A Spearman Rank Order Correlation was computed for the principles and practices which both the panel and the field selected as important. This computation furnishes an index as to the magnitude of agreement by the field and the panel. Rank order correlations were also computed for each of the three areas of guidance, supervision, and personnel administration for the purpose of determining which area received the greatest agreement between the panel and the field. Tabulated data are presented in Appendix F.

TABLE 4

LOCATION OF RESPONDING POSTS BY STATES

State	Number of posts located in state
Alabama	3
Arizona	2
California	2
Colorado	2
District of Columbia	3
Georgia	3
Illinois	2
Indiana	1
Kansas	2
Kentucky	2
Louisiana	2
Massachusetts	1
Maryland	6
Missouri	2
North Carolina	1
New Jersey	3
New York	2
Ohio	2
Oklahoma	1
Pennsylvania	3
Texas	4
South Carolina	1
Virginia	7
Washington	3

DATA ON CHI-SQUARE GOODNESS OF FIT TESTS

Significantly Important Principles and Practices.-- The results of the chi-square goodness of fit tests reveal that eighty-two of the one-hundred and fifty principles and practices are significantly important at the .05 level of significance. These significantly important principles and practices are listed below in descending order of average chi-square values.

$\frac{\chi^2_p + \chi^2_f}{2}$	Principle
24.089	The supervisory services should bring to all members of the staff analyses and discussions of research findings, new departures, and creative suggestions.
21.062	The program of teacher recruitment should provide for personal interviews with applicants.
20.933	Suitable quarters and facilities should be provided for the counseling service.
20.933	A counselor should do follow-up work.
18.225	The administrator should provide for facilitating the organizational and physical needs of the guidance program.
18.225	The counselor should help individuals to understand their own personal assets, liabilities, and opportunities.
17.338	The administrator should consult with staff members before taking action that will affect them.
17.107	The administration should plan orientation meetings for new teachers.
17.017	A system should be maintained for encouraging teachers to offer suggestions for the improvement of the educational program.
17.017	A counselor should secure and make readily available information about educational and training opportunities and requirements.

$\frac{\chi^2_p + \chi^2_f}{2}$	Principle
16.836	The supervisor should visit classes and have individual conferences with teachers concerning their work.
16.836	The supervisory program should be flexible.
15.896	All counseling records should be kept up to date.
15.742	The counselor should recognize problems which may require a series of interviews and plan accordingly.
15.630	The counselor should hlep the counselee to consider all practical educational-vocational alternatives.
15.630	The supervisor should give due recognition of merit to teachers who have done commendable work.
15.630	The supervisor should provide leadership in the adoption of a curriculum closely associated with students' needs.
15.630	Growth and development must be fostered in the entire staff.
15.630	The administrator should listen to the opinions and proposals of all staff members.
14.856	Resource materials and information should be assembled for use by counselors, such as occupational information, cumulative record form, and testing instruments.
14.856	Counselors should possess skill in the use of tools and techniques used in the analysis of individuals.
14.856	Records of a counseling relationship---interview notes, test data, correspondence, etc.---should be maintained.
14.534	The supervisor should aid teachers in the most effective use of educational materials.
14.534	Minimum standards of preparation and experience for each position should be established.
14.534	Staff meetings should be focused on consideration of proposed improvements in the program.
14.509	The administration should encourage teachers to develop a feeling that they are affiliated with a great cause.
14.509	Counselors should work within the limits of their professional competence.

$\frac{\chi^2_{p^+} \chi^2_f}{2}$

Principle

14.509 The supervisory program should make provisions for group conferences with teachers to discuss common problems.

14.509 Differences in belief, in attitudes and in traits among people must be tolerated, and leadership should effect a willing ooperation in common purposes.

13.669 The testing program should be comprehensive to include different kinds of tests.

13.669 Adequate provision in the budget should be made for carrying on the guidance program.

13.669 The supervisor should study the interests, abilities, talents, experiences, and training of the staff.

13.469 The administrator should work for employee services that will increase happiness and efficiency.

12.504 Staff members' experiences in the use of various guidance techniques should be shared.

12.504 Machinery should be set up for an interchange of ideas.

12.504 The administrator should place the emphasis first on the service to be rendered, and then on appropriate staff to perform the activities.

12.373 Test results should be used as a basis for counseling with students in regard to their educational and vocational goals.

12.373 Test results should be interpreted in terms of appropriate norms.

12.373 The type and nature of the organization must be such as to allow for professional integrity in the staff.

12.373 In teacher selection, those persons who are the most competent to judge qualifications should have the responsibility for selecting.

11.610 All members of the staff must experience a sense of professional security in their job.

11.610 The supervisor should be specifically and definitely trained for his work.

11.508 The counselor should not close educational, vocational doors without opening others.

$\frac{\chi^2_P + \chi^2_f}{2}$ Principle

11.408 Guidance services should be available to all individuals.

11.408 Supervisors should have actual classroom experience.

11.408 A program of in-service training should be established for members of the staff.

10.784 Provisions should be made for access to professional guidance reading materials for the staff.

10.784 A counselor should do follow-up work.

10.784 A definite attempt should be made to relate the test scores to other kinds of information.

10.784 Each educational program should formulate and adopt some guiding principles for teacher selection and include them in the personnel policies.

10.015 Specific budget items should be included for necessary guidance services.

10.015 The supervisory program should be formulated cooperatively; should be an expression of the combined thinking of teachers, supervisor, and administration concerning the needs of the situation.

10.015 The resources of knowledge, enthusiasm, and ability of all co-workers should be given release and employment.

10.015 Extensive educational and occupational information should be available to students.

9.686 Educational leadership on all levels must be democratic.

9.306 The program should provide for both group and individual guidance techniques.

9.306 All members of the staff must experience a sense of participation determined and limited only by their interests and abilities.

8.919 Evaluation should be diagnostic.

8.821 The guidance program for an individual post should be tailored to fit the needs of that particular post.

8.210 The supervisor should work with teachers in exploring the existing curriculum for purposes of enrichment.

$\frac{\chi^2_P + \chi^2_f}{2}$

Principle

8.210 The supervisor should discuss educational philosophy and objectives with teachers.

8.054 In addition to the regular testing program, provision should be made for special testing as needed.

8.054 The supervisor should offer suggestions to teachers about classroom methods.

7.556 The guidance program should be integrated with curriculum planning.

7.345 Improvements in the guidance program should be definitely planned for the immediate future.

7.345 Supervision should help teachers find interest, attain broad understandings, and find the satisfaction inherent in effective teaching.

6.954 Staff members should be selected on the basis of needs for particular competencies in the guidance program.

6.954 Creative abilities in the staff must be released through both the organization and the processes that take place.

6.531 The total needs of the student population should be determined.

6.401 A cumulative record system should be established and maintained.

6.401 The supervisor should keep the post-observation conference informal.

6.401 Appraisal of merit and fitness should be the responsibility of professional officials and adequate safeguards to protect their prerogatives should be established.

6.401 The administrator should develop a workable plan of guidance appraisal.

6.113 Some sophistication regarding counseling theory is necessary for each person working within the educational setting if he is to evaluate properly the functioning of guidance services in his particular situation.

6.089 The supervisor should develop an analysis of objectives.

6.089 The supervisory program should include provision for its own testing or evaluation.

$\frac{\chi^2_P + \chi^2_f}{2}$ Principle

5.536 The supervisor should help the teacher form his own judgments about the teaching process.

5.536 The program of personnel administration should provide for in-service training programs.

5.435 The administration should plan with staff members the way a job assignment is to be executed.

4.570 The individual teacher should participate in his own evaluation and contribute to his own confidential record of exceptional service.

4.570 Teaching objectives should be criteria of evaluation.

4.570 Effective supervision should go hand in hand with curriculum development.

Principles and Practices Selected by the Field but Rejected by the Panel.-- The following principles and practices were considered by the field to be significantly important but were not considered important by the panel. They are listed in descending order of importance in terms of chi-square values.

χ^2_f Principle

25.650 Work should be planned with the staff instead of issuing directives on how it should be done.

20.992 The supervisor should offer more constructive criticisms and practical suggestions and less theory.

20.992 The ordinary basic desires of individuals, such as security, belongingness, recognition, and new experiences, must be acknowledged and opportunities allowed for their achievement.

13.538 The counselor should provide leadership in planning and conducting orientation programs.

13.538 While in the classroom, the supervisor should stay in the background unless brought into the activity by the group.

13.538 The program of teacher recruitment should provide for direct application by candidates.

χ^2_f	Principle
10.586	The supervisor should use faculty meetings to discuss evaluation techniques that individual teachers have found helpful.
9.278	A series of in-service meetings should be planned around those guidance activities which the staff considers most important.
8.074	Evaluation programs for guidance should be coordinated with, and be a continuous part of, the entire educational program of the post.
8.074	A skeleton cumulative record card should be prepared on each person counseled.
8.074	Channels of communication and the necessary organization to allow for group action must exist.
8.074	Teacher-placement bureaus should be used in recruiting teachers.
6.969	The evaluation techniques and procedures used in teacher evaluation should be as broad as the goals of the program.
6.969	Transcripts of college preparation should be used in the appraisal of candidates.
6.969	The administrator should help teachers develop techniques for evaluating a variety of types of pupil growth.
6.969	Modern educational leadership should rely upon the processes of group thinking, group deliberation, group decision, and the mutual stimulation that result from these.
5.958	The supervisor should administer standardized tests.
5.958	The administrator should check frequently on indices of teacher morale.
5.036	Provisions should be made for more individualized instruction.
5.036	The administrator should organize pre-term meetings for planning.
5.036	Teachers should be encouraged to engage in local research problems and/or experimental trial of new materials or processes.
5.036	In the appraisal of candidates, verification should be made of experience records by applicants.
5.036	Considered policies should be adopted as to what constitutes a reasonable body of assignments for a classroom teacher.

χ^2_f	Principle
4.201	The guidance program should be integrated with curriculum planning.
4.201	Guidance personnel should arrive on agreement as to which of the needs are the proper concern of the present program.
4.201	Teachers should be encouraged to develop distinctive classrooms that reflect the work and activities of their classes.

Principles and Practices Selected by the Panel but Rejected by the Field.-- The following principles and practices were considered by the panel to be significantly important but were not considered by the field to be important. They are listed in descending order of importance in terms of chi-square values.

χ^2_P	Principle
5.833	An inventory of present guidance activities should be made.
5.833	The recognition of the need for the function of execution or administration must appear in the structure and must be defined.
5.833	No new personnel activity should be planned without consideration of the records and reports involved.
4.103	An analysis of the guidance requirements of the students to be served will be a major guide in organization.
4.103	The supervisor should help teachers make instruments for self-evaluation.
4.103	Effective supervision should first of all be concerned with attempting to build good morale.
4.103	Concerning the coordination of the personnel, personal data concerning abilities, growth, and development should be kept in a current confidential file and maintained with great care.

Principles and Practices Selected by Neither the Panel Nor the Field.-- The following principles and practices were considered by both the field and the panel to be not important. They are listed in descending order according to average chi-square values.

$\frac{\chi^2_p + \chi^2_f}{2}$ Principle

2.242 The need for cooperative planning and group evaluation must be recognized and opportunities allowed to practice them.

1.929 The supervisor should provide a program by which teachers cooperate in the selection of textbooks, library books, and other materials, supplies, and equipment of instruction.

1.858 The program of teacher recruitment should make use of formal application blanks.

1.685 A survey of the guidance activities which are existent and the staff member responsible will serve as a guide to an appropriate guidance organization.

1.642 The supervisor should help teachers organize and develop source or teaching units.

1.593 The supervisor should seek invitations to visit classrooms.

1.560 The supervisor and teachers should develop cooperatively an analysis sheet for use in the study of instructional practice.

1.301 Each file should be reviewed each year and non-pertinent data discarded.

1.144 The supervisor should organize and plan for demonstration teaching.

1.091 When visiting the classroom, the supervisor should stay for the entire period.

1.078 In connection with the evaluation program, budgetary provision should be made for in-service education.

1.036 The supervisor should lead the way in adopting instruction to individual differences.

.882 A hand book should be prepared describing the employee services of the organization.

.882 In appraising applicants, a rating scale should be used for ranking applicants.

.870 The supervisory program should provide means whereby teachers may rate systematically their own traits and activities.

.870 Workshops should be used as a procedure for program change.

.854 The supervisor should stimulate intervisitation as a method

$\frac{\chi^2_p + \chi^2_f}{2}$ Principle

of providing more date on which to base judgments.

.609 A checklist should be one technique for evaluating guidance services.

.536 The supervisor should organize and/or direct work-type teacher meetings.

.469 Experimental programs should be used as one type of in-service training.

.468 Relative to teacher recruitment, published announcements of positions to be filled should be made.

.274 The supervisor should evaluate and select books for student use.

.272 Systematic study should be made of each teacher's assignments by means of a formula or other objective comparison as a basis for equalizing loads.

.269 Carefully conducted studies should be made by each counselor relative to the problems in this field.

.269 The program of personnel administration should provide for a socialization program that will increase teacher's self-assurance and social skills.

.221 Plans should include the continuing utilization of technical consultants.

.221 The supervisor should organize and/or direct workships for teachers.

.201 The supervisor should preview films, records, and recordings.

.152 When visiting a classroom, the supervisor should enter before the class starts.

.152 The administrative aspect of supervision should be secondary to the pedagogical.

.067 Before the completion of counseling, on the choice of a vocational objective, the counselor himself should make appropriate inquiry regarding current and prospective opportunities for employment in the client's proferred occupation.

.067 The supervisor should instruct teachers in the use of audio-visual aids.

$\frac{\chi^2_p + \chi^2_f}{2}$ Principle

.017 Personal data should be interpreted to all members of the staff who work with the students.

*5.958 The supervisor should plan for the use of teacher rating scales as study guides.

* Significantly not important. (This actually negative or of "less importance" than the .017 chi square value).

Data on Chi-Square Tests of Independence

Results of chi-square tests of independence reveal that two principles and practices were considered more important by the panel than by the field, even though both groups agreed that they were significantly important as revealed by chi-square goodness of fit tests. These principles are listed below:

1. The administrator should develop a workable plan of guidance appraisal.

2. Some sophistication regarding counseling theory is necessary for each person working within the educational setting if he is to evaluate properly the functioning of guidance services in his particular situation.

Three principles and practices were considered by the panel to be significantly important but were not considered important by the field. In other words, the field was indifferent toward the following three principles or practices which the field considered important:

1. An inventory of present guidance activities should be made.

2. The recognition of the need for the function of execution or administration must appear in the structure and must be defined.

3. No new personnel activity should be planned without consideration of the records and reports involved.

Relative to the following principles or practices, the field indicated that they were significantly not important, and the panel indicated indifference:

1. The supervisor should plan for the use of teacher rating scales as study guides.

2. The supervisor should seek invitations to visit classrooms.

The field indicated that the following principle is important,

whereas the panel indicated indifference:

1. The supervisor should offer more constructive criticisms and practical suggestions and less theory.

The field and the panel felt somewhat the same on the remaining one-hundred and forty-two principles and practices. That is, whether the principle of practice is important or not important does not depend on whether or not the rater is on the panel or in the field.

Analysis of Data for Chi-Square Goodness of Fit Tests

Eighty-two principles and practices were considered important by both the panel and the field. A rank order correlation coefficient was computed for these principles and practices, and this was found to be .53. A "t" test for significance of the coefficient was computed and, under the null hypothesis that rho is equal to zero and the alternate hypothesis that rho is greater than zero, the computed "t" was significantly larger than the table t value for n - 2 degrees of freedom at the .05 level. Therefore, the null hypothesis was rejected and the alternate hypothesis accepted; rho is significantly "not zero."

Coefficients were also computed for the three areas: guidance, supervision, and personnel administration. Supervision showed the greatest agreement with a coefficient of .777. Coefficients for guidance and personnel administration were .67 and .635 respectively. A "t" test was also made for each of these coefficients. In each case, rho was found to be significantly "not zero." This means that there exists a linear relationship between the panel and the field in terms of the relative degree of importance attached to each principle and practice.

It is interesting to note that, of the fifty principles and practices of guidance rated by the panel and by the field, thirty-six were considered by both groups to be significantly important as indicated by chi-square values.

In the area of supervision, the panel and the field agreed upon twenty-four to be significantly important and in personnel administration they agreed that twenty-two were important. This represents a fairly random distribution of important principles and practices from the one-hundred and fifty which were rated.

Twenty-six principles and practices were considered important by the field but not important by the panel. Six are from the area of guidance, seven from the area of supervision, and fourteen from the area of personnel administration. In the area of guidance, the principles and practices tend to deal with those aspects of guidance which are related to specific activities of a guidance program rather than more general kinds of principles or practices. Principle number sixteen seems to summarize this: guidance personnel should arrive at agreement as to which of the needs are the proper concern of the present program.

Relative to the area of supervision, the six principles and practices considered important by the field but not important by the panel tend to deal with specific functions of the supervisory program such as evaluation procedures and the need for these procedures.

The fourteen principles and practices of personnel administration considered important by the field but not by the panel seem to relate very closely to the need for providing the necessary organization for group action, consideration of teacher welfare and morale, and specific techniques for teacher recruitment.

Seven principles and practices were considered to be important by the panel but not important by the field. Two are from the area of guidance, two from supervision, and three from personnel administration. The central thought present in these items appears to be that of analysis of "what is" as compared to "what should be."

Thirty-three principles and practices were considered not important by both the field and the panel. Six are from the area of guidance, seventeen from supervision, and ten from personnel administration. These items tend to be fairly well distributed in terms of central thought.

In the final analysis, the panel and the field agreed on one-hundred and fifteen of the one-hundred and fifty items on the rating form. The area of greatest agreement as indicated by rank order coefficients is supervision with a coefficient of .777, and the area of least agreement is personnel administration with a coefficient of .635. Guidance was considered to be important more than the other two areas in terms of the number of items which were considered important by both the panel and the field. The extent of agreement in this area in terms of how important or the degree of importance was less than that for the area of supervision. The coefficient of .67 indicates that, though they agree that a large number are important, they disagree on many of the remaining items.

These results would seem to indicate that there is present, considerable agreement - not only as to what is significantly important - but also in relation to principles and practices which are considered unimportant or where indifference is present. These results are in agreement with the chi-square tests of independence.

Analysis of Data for Chi-Square Tests of Independence

A total of eight chi-square tests of independence were significant out of a total of one-hundred and fifty tests. Significant chi-square values revealed that two principles or practices, considered important by both the panel and the field, were dependent on whether a rater was on the panel or in the field regarding degree of importance. Both groups agree; however, the extent of agreement on the panel was far greater than that of the field. These two principles or practices are in the area of guidance and relate to guidance appraisal.

The field was indifferent toward three principles or practices which the panel felt to be significantly important. One is the area of guidance, and like the two previously alluded to, relates to the function of guidance appraisal. The other two principles or practices are in the area of personnel administration. One is a rather broad principle relating to a theory of administration, and the other is a specific principle dealing with personnel action and the implications relative to records and reports.

The field considered two principles or practices to be significantly not important, whereas the panel felt indifferent about them. Both are in the area of supervision and relate to rating scales and classroom visitation by invitation.

The field indicated that one principle of supervision is important, whereas the panel felt indifferent. The field feels that in the supervisory program, the practical suggestions should outweigh theoretical suggestions. The panel would appear to place greater emphasis on theory.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

As the General Educational Development Program has grown into one of the world's largest adult education programs, there has developed a need for an increased emphasis relative to the conduct of educational administration at the Army post level.

As pointed out earlier in the text of this study, existing principles and practices of educational administration should be revealed, and where applicable, made an operational part of educational programs. This of course applies to the Army General Educational Development Program, as well as to other programs of education.

The main purposes of this study have been:

1. To develop a brief history of the Army General Educational Development Program.

2. To develop an extensive list of principles and practices of educational administration by means of a review of the literature.

3. To develop a set of administrative principles and practices in the areas of guidance, supervision, and personnel administration based upon those principles derived from a review of the literature in Chapter Three.

To accomplish the third main purpose, the writer developed a rating form which was submitted to a panel of experts and to Directors of G.E.D. programs at the Army post level. The purpose of this was to

determine which principles and practices were considered by both groups to be important for the G.E.D. Program. The rating form revealed specific data presented in Chapter Four from which conclusions two, three, four and five are drawn.

The first conclusion is based on the research relative to the history of the G.E.D. Program presented in Chapter Two.

Conclusions.-- The following conclusions are presented on the basis of the data obtained in this study:

1. The Army General Educational Development Program is an important part of the United States Army. The contributions of this program to the individual soldier, to the United States Army, and to the nation have been significant.

The educational level of Army military personnel is now at the highest level in the history of the United States Army. Goals and objectives are continually being raised, and increased command support contributes to the achievement of these goals and objectives.

Quality programs of education have been increasingly emphasized, and the recommendations which follow later in this chapter are compatible with this objective.

2. There are similarities between selected principles and practices which govern certain aspects of public school administration and those which are applicable to the Army G.E.D. Program. Specifically, these aspects or areas are guidance, supervision, and personnel administration. This may also be true of other areas of educational administration; however, this study has considered only the three areas alluded to above, therefore, conclusions are drawn for these three areas only.

This conclusion is based upon the results attained from the

rating forms. Eighty-two of these principles and practices were rated as important for the G.E.D. Program by both the panel and the Directors of G.E.D. at the Army post level.

The G.E.D. Program is definitely unique in certain respects; nevertheless, specific principles and practices of educational administration are as necessary for sound programs of education in the Army as they are in any other type of educational activity.

3. Certain principles and practices of educational administration in public education can be used as a guide in the administration of Army Education Centers.

4. There is considerable agreement between the panel and the field as to whether or not certain selected principles and practices are important or not important for the G.E.D. Program.

Many of the panel members are in policy-making positions in the Army G.E.D. Program; therefore, it can be concluded that there is considerable agreement between those who formulate policy in the G.E.D. Program and those who implement the policy or operate the program at the Army post level.

The Directors of G.E.D. agreed with those on the panel with respect to those principles and practices which are important or not important as revealed by chi-square goodness of fit tests. Significant correlation coefficients indicate that there is a fairly high degree of relationship concerning the thinking of those on the panel and those in the field relative to certain principles and practices of educational administration.

5. Eighty-two principles and practices, from the one-hundred and fifty listed on the rating form, were considered important by both the

field and the panel. They constitute a set of basic principles and practices of educational administration; which may have potential for the improvement of administration of the G.E.D. Program at the Army post level.

6. An analysis of the data in Chapter Four revealed that there were a few broad principles which were considered by the field as important; whereas, certain more specific practices relating to these principles were considered as not important. It does not necessarily follow that this difference reveals a lack of consistency on the part of the rater. A general principle may very well apply to a particular program or situation while certain specific practices, which may relate to the general principle, are not applicable.

On the other hand, this may be the result of a lack of understanding relative to the real meaning or the idea inherent in the general principle.

Recommendations.-- The following recommendations are made as a result of this study:

1. The list of eighty-two principles and practices which were considered by both the panel and the field as significantly important will be distributed to every Army Education Center in the continental United States. It is recommended that Army Post Directors of G.E.D. use these principles and practices as a guide in the administration of their respective programs.

2. It is recommended that practices, compatible with sound principles, be developed and made an operational part of the administrative program. (It is not meant to imply here that this is nowhere being done

in the G.E.D. Program. From discussions with Directors of G.E.D., the writer has knowledge that it is being done - in varying degrees - at many Army Education Centers.)

3. In connection with recommendation number two, it is recommended that a check list be constructed by Directors of G.E.D. for the purpose of ascertaining - in a definitive way - principles and practices currently being used in their programs. Actual change in administration is largely derived from self evaluation.

The eighty-two principles and practices which this study revealed to be important for the G.E.D. Program may serve as a guide for this check list.

The following recommendations are made on the basis of comments received on the rating forms and also on the basis of discussions with a number of Army Post Directors of G.E.D.:

4. Programs of study in educational administration should be undertaken by administrators in the G.E.D. Program who have not already completed such programs. Those who have completed such programs should maintain an "awareness" as to current educational developments, practices, and issues.

5. Directors of General Educational Development should be encouraged to obtain membership in, and participate in, professional educational organizations such as the Armed Forces Section of the Adult Education Association of the United States of America.

The various services of the United States military establishment are actively engaged with other agencies to provide for the educational requirement necessary to the modern professional military man. In connection with what has just been said, and also in connection with

recommendation number four, the following quotation illustrates the writer's point of view:

> The immediate tasks to be performed encompass the entire range of activities engaged in by all adult education administrators, across the broad spectrum of adult education in general. ...The person in the military service administering Adult Education programs and related services must, himself, be a broadly educated person. He must be alert to the changing requirements of the services, to be sure, but for the implementation of an adequate program to meet the tasks of his position, he must continue to grow professionally. Such growth, while assisted from external sources, is largely the result of personal motivation and activities.[1]

Recommendations for further study.-- It is recommended that the following studies be made:

1. A similar study should be made relative to aspects of educational administration not dealt with in this study. This might include such aspects as public relations, publicity, finance, and curriculum.

2. A study should be made relative to the operational merit of principles and practices which have been considered by the panel and the field to be significantly important to the Army General Educational Development Program.

3. A study should be made utilizing these principles and practices as criteria for the purpose of determining strengths and weaknesses relative to administrative policy and practices in the Army G.E.D. Program.

4. A study should be made to ascertain the validity of the principles and practices which this study has revealed to be of importance to the G.E.D. Program. A pilot study should perhaps be conducted initially.

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[1]Recommended Position Paper. Armed Forces Education Section, Adult Education Association of the United States of America, December 1962, pp. 1-3.

5. Similar studies should be made for the G.E.D. Program outside the continental United States.

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APPENDIX A

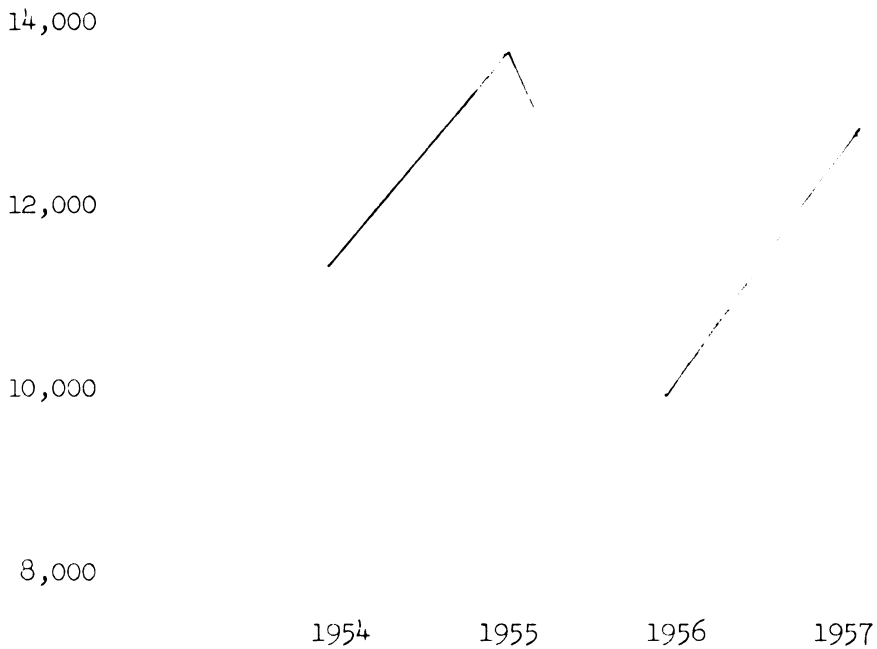
GRAPH 1

FUNDED COSTS: GENERAL EDUCATIONAL DEVELOPMENT *(CONUS)

*Army Installations and activities in the Continental United States

GRAPH 2

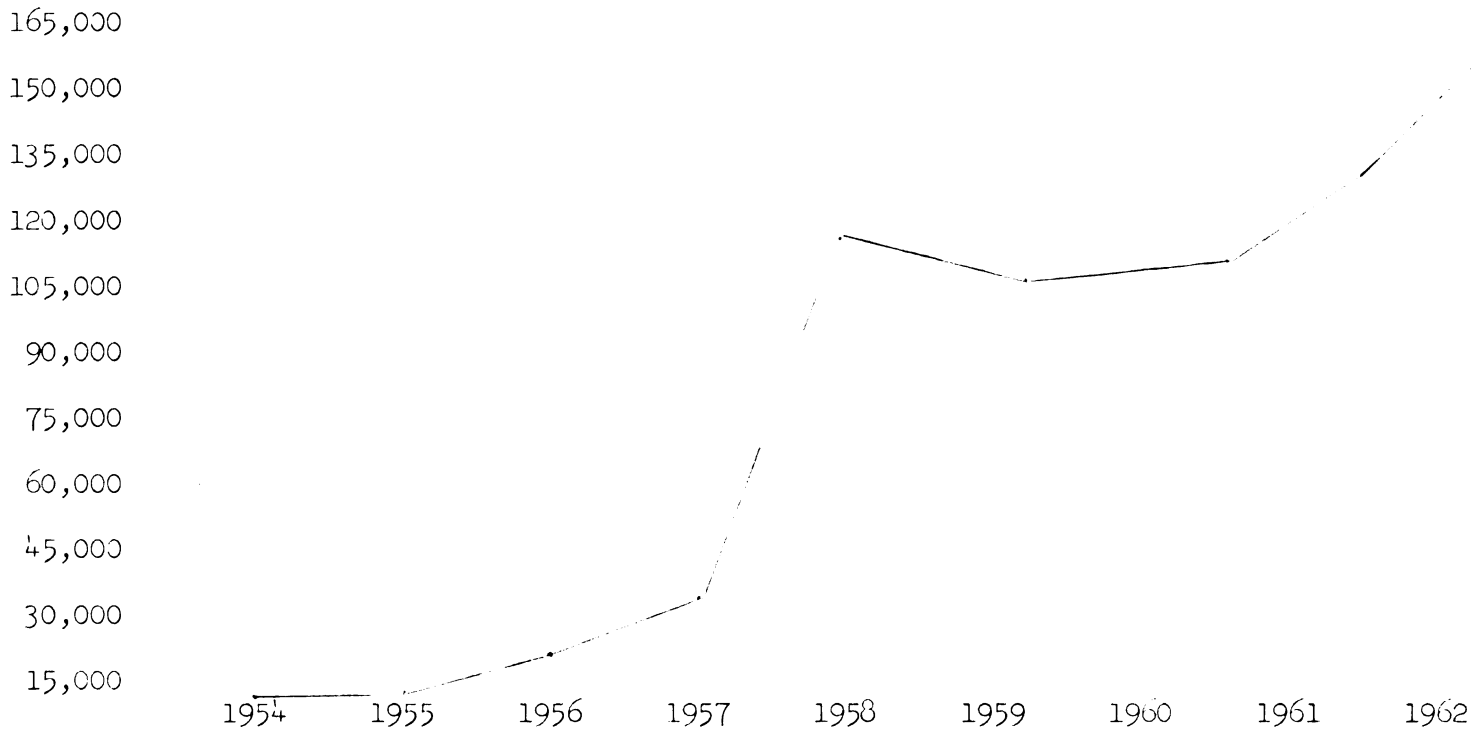
BASIC AND TRANSITIONAL EDUCATION
(LITERACY INSTRCTION)



*Basic education was not a major emphasis after this date. The emphasis from this date has been on preparatory (8th Grade) and High School preparatory.

GRAPH 3

PREPARATORY AND HIGH SCHOOL PREPARATORY COURSE COMPLETIONS

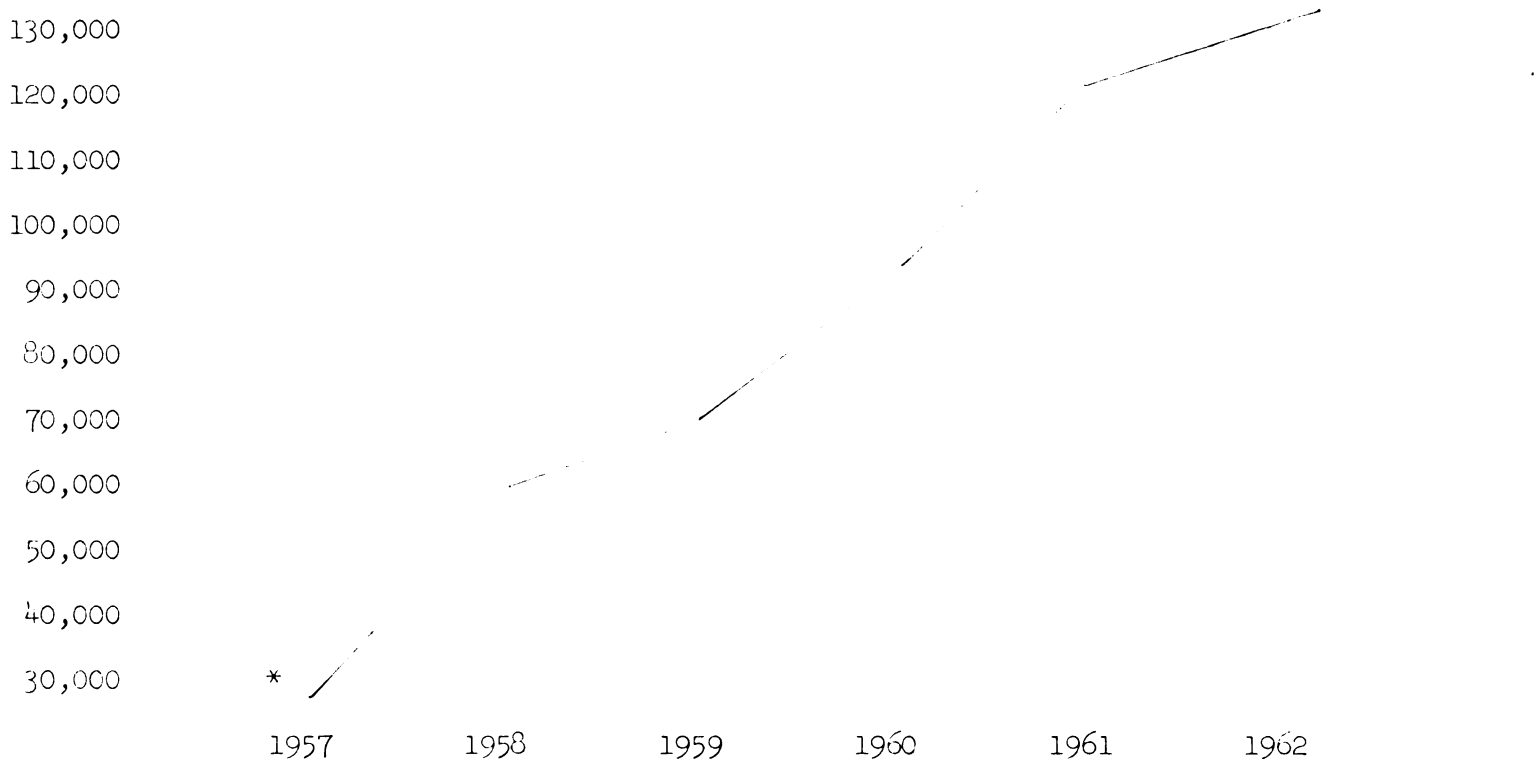


*It is noted on graph 2 that after 1957 the emphasis was shifted from basic and transitional to preparatory and high school preparatory instruction. It should also be noted that after this date, completions were reported in terms of 20 hour blocks of instruction.

**Preparatory has reference to general 8th grade level instruction. The line below for 1954, 1955 represents preparatory instruction. From 1955 the emphasis has gradually shifted from preparatory to High School preparatory instruction. The major purpose of this instruction is preparation for the soldier's attendance at Army Service Schools and to increase military job competence.

GRAPH 4

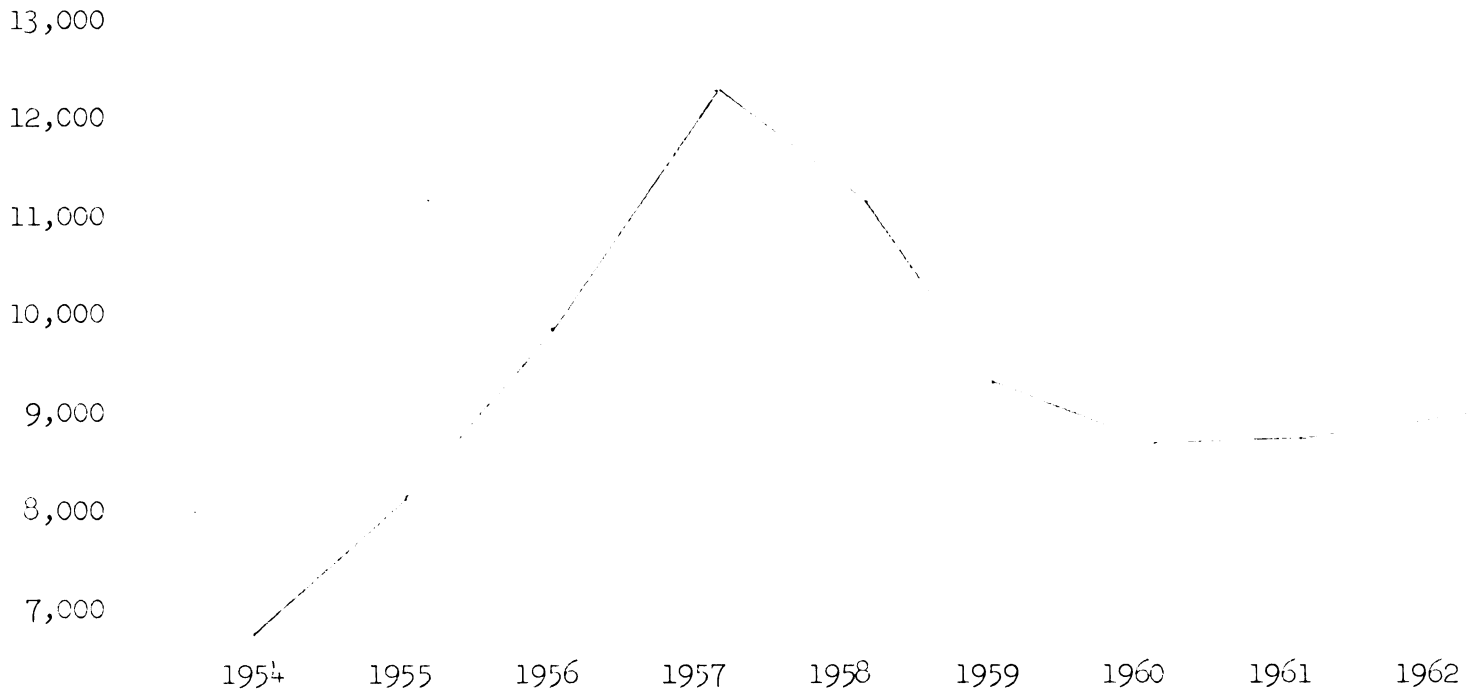
MOS - RELATED INSTRUCTION



*MOS - Related Instruction emphasized since 1957. Completions reported in terms of 20 hour blocks of instruction.

GRAPH 5

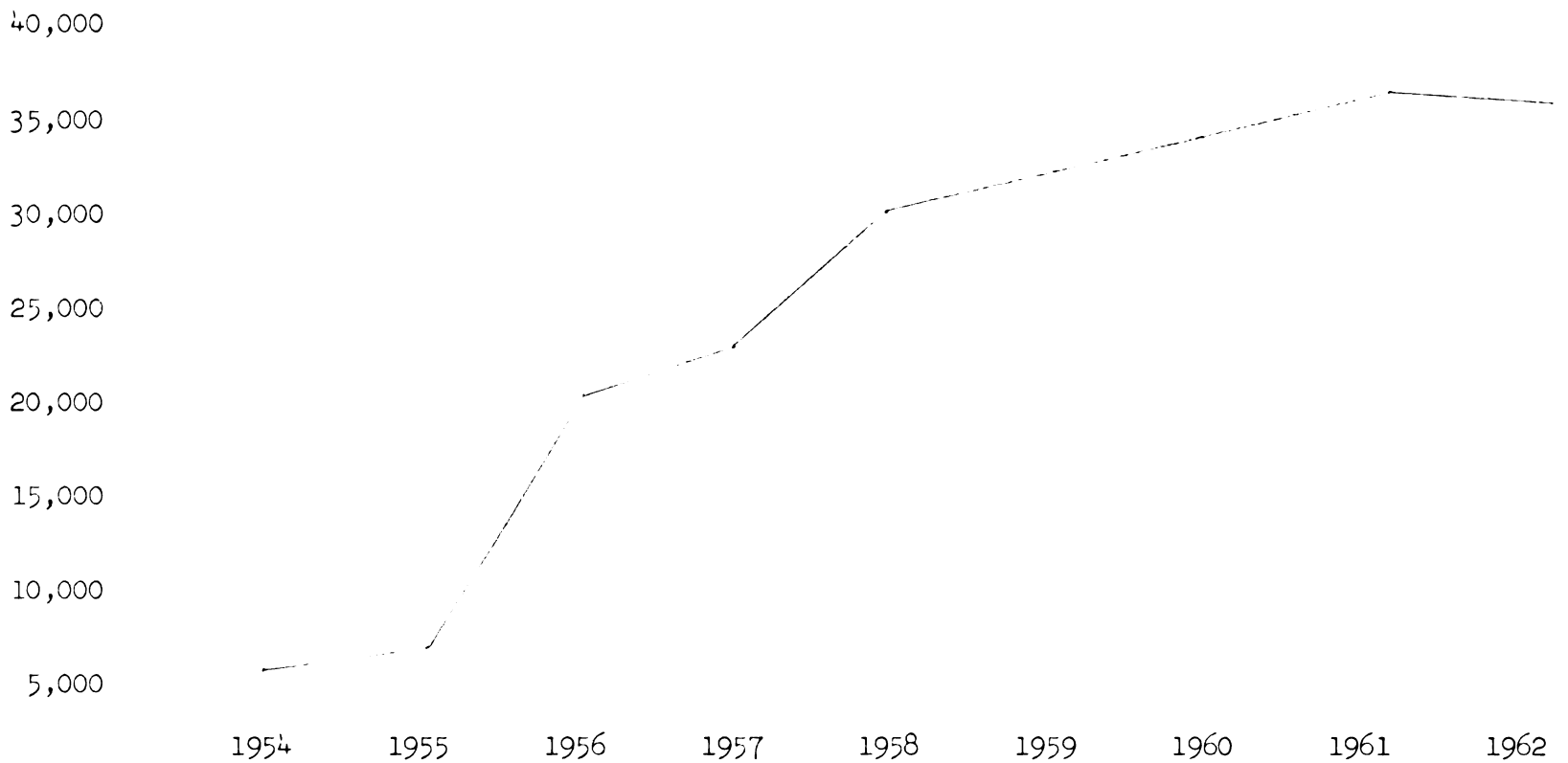
HIGH SCHOOL AND COLLEGE COURSE COMPLETIONS
THROUGH CORRESPONDENCE STUDY



Correspondence instruction decreased proportionately as increased opportunities for on-post classroom instruction became available.

GRAPH 6

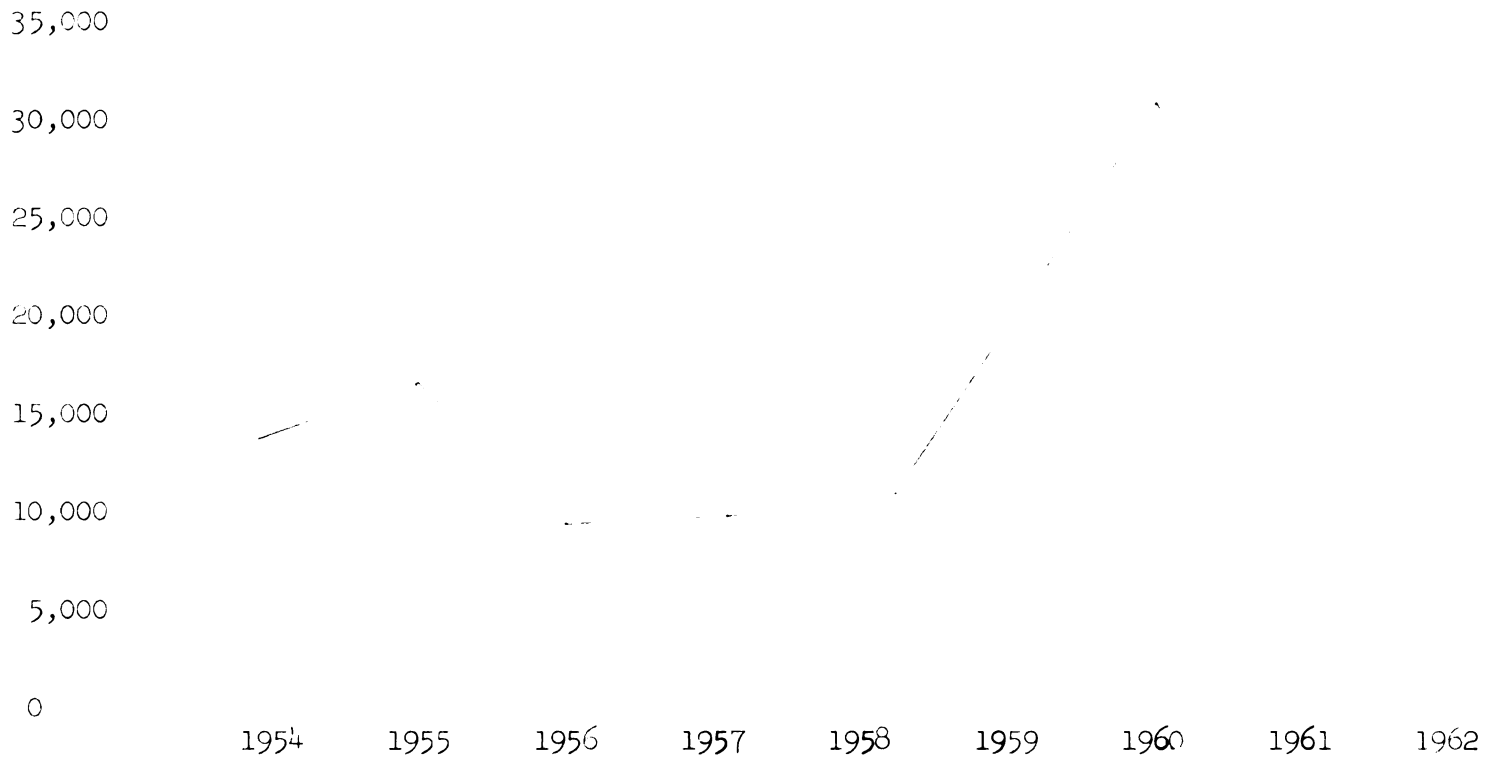
HIGH SCHOOL AND COLLEGE COURSE COMPLETIONS
THROUGH CIVILIAN HIGH SCHOOLS AND COLLEGES



High school completions did not exceed 3% of those shown on Graph. 97% of completions were of the undergraduate and graduate levels.

GRAPH 7

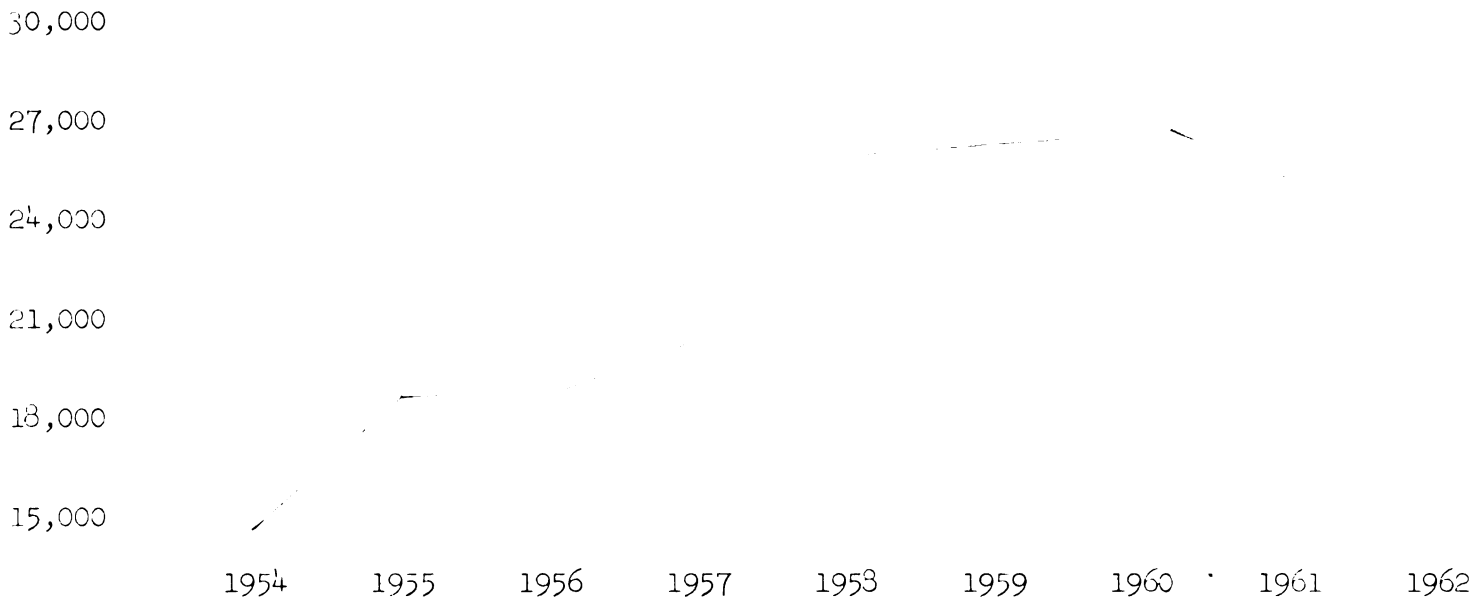
HIGH SCHOOL AND COLLEGE COURSES COMPLETED
THROUGH ARMY EDUCATION CENTER INSTRUCTION



About 1960 high school programs to some extent, and college programs predominately, were provided by accredited civilian institutions of learning on Army posts or in proximity of military installations. Thus as enrollments increased with civilian colleges and universities, enrollments decreased proportionately in instruction provided by Army education centers, as instruction in civilian colleges and universities was deemed more effective.

GRAPH 8

HIGH SCHOOL G.E.D. TESTS PASSED



Changes shown graphically are affected by 2 factors: troop strength of the United States Continental Army and by progressively increasing rise of educational level of military personnel.

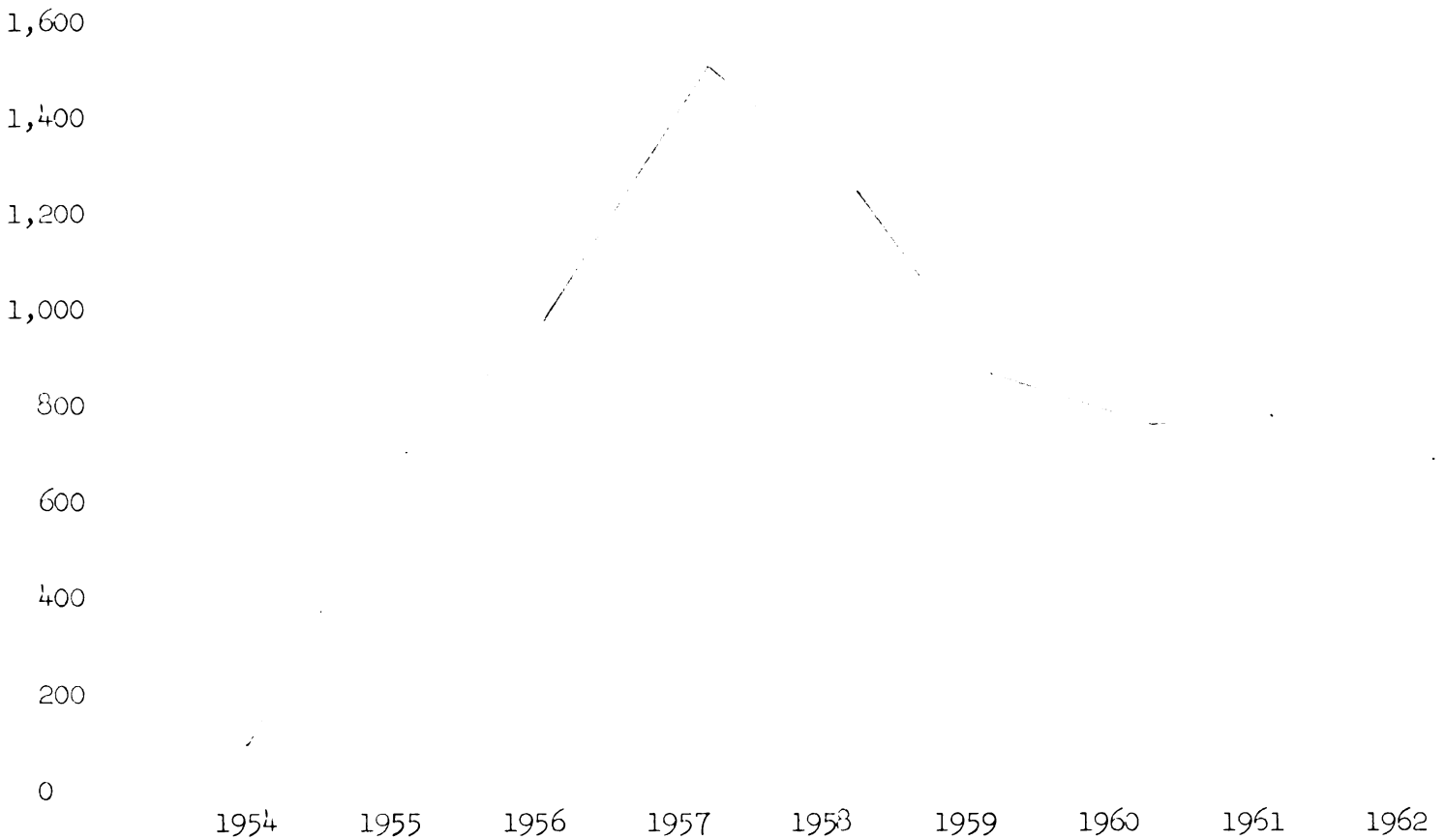
GRAPH 9

COLLEGE G.E.D. TESTS PASSED

See explanation on GRAPH 8.

GRAPH 10

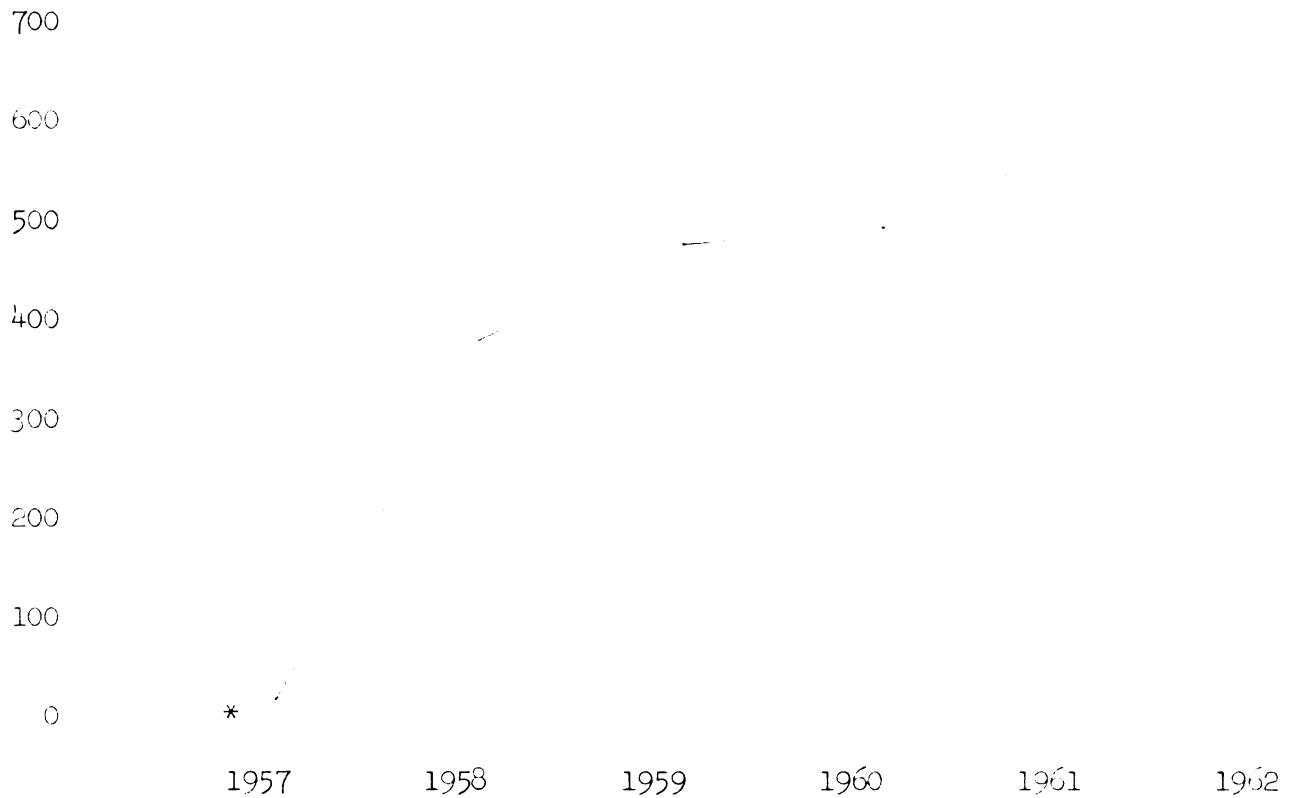
NUMBER OF PERSONNEL COMPLETING 2-YEAR COLLEGE LEVEL G.E.D. EQUIVALENCY



Changes shown graphically are affected by two factors: troop strength of the United States Continental Army, and by the increase in the number of personnel awarded Bachelor's and Advanced Degrees. This graph should be compared with graph 11.

GRAPH 11

NUMBER OF PERSONNEL AWARDED BACHELOR'S AND ADVANCED DEGREES



*Not reported before this date.

GRAPH 12

TOTAL COURSE COMPLETIONS G.E.D.

It should be noted that changes reflected graphically are affected by two important factors: variations in troop strength of the United States Continental Army during this period, and by the progressively increasing rise in the educational level of military personnel.

TABLE 1

GENERAL EDUCATIONAL DEVELOPMENT OF MILITARY PERSONNEL
IN THE ZI ARMIES, MILITARY DISTRICT OF WASHINGTON
FY 1951 - 1960

FY 1951		FY 1960
	I	
	PROGRAM COMPOSITION	
42%	Literacy Training	-
12%	Elementary Instruction	1%
12%	Technical-Vocational Instruction	14%
16%	High School and College Instruction in Army Education Centers (Preparatory, Group Study and Correspondence Activity)	44%
18%	Tuitional Assistance	41%
	II	
	STRENGTH OF THE ZI ARMIES, MDW	
950,000	Total Strength	533,000
85,000	Commissioned Strength	69,000
	III	
	PROGRAM ACCOMPLISHMENTS (Course Completions and G.E.D. Tests Passes)	
39,548	Literacy Training (Basic Education)	-
-	Preparatory Instruction	115,000
4,378	Intermediate Education	-
-	MOS-Related Instruction	95,000
21,290	High School-Vocational Group Study	27,000
4,772	High School-Vocational Correspondence	5,300
1, 971	College Group Study	1,700

TABLE 1 continued

FY 1951	PROGRAM ACCOMPLISHMENTS (Continued)	FY 1960
1,865	College Correspondence	5,180
1,154	Tuitional Assistance, High School	1,000
8,098	Tuitional Assistance, College	33,500
27,195	G.E.D. Tests, High School	27,250
5,083	G.E.D. Tests, College	3,400

IV

DOLLARS OBLIGATED

$44,000	Supplies	$78,000
150,000	Tuitional Assistance	735,000
466,000	Education Advisers	978,000
670,000	Instructors	975,000
350,000	Clerical	277,000
1,680,000	TOTALS	3,043,000

V

EDUCATIONAL LEVEL - ZI ARMIES, MDW

OFFICERS

48.1%	Baccalaureate Degrees or Higher	59%
31.4%	Two Years of College or Higher	20%
15.3%	High School Graduates but not Two Years of College	21%
5.2%	Not High School Graduates	-

NCO - SPECIALISTS

1.5%	Baccalaureate Degree or Higher	2.6%

TABLE 1 continued

EDUCATIONAL LEVEL - ZI ARMIES, MDW
(Continued)

FY 1951		FY 1960
32.4%	High School Graduates or Higher	75%
55.1%	Completed 8th Grade but not High School	20.4%
11.0%	Less Than 8th Grade	2%

VI

TEN YEAR PROGRAM ACCOMPLISHMENTS, ZI ARMIES, MDW
FY 1951 - FY 1960
(Course Completions - GED Tests Passed - Tests Administered)

Literacy Training (Basic Education)	169,000
Literacy Training (Transitional Training)	39,300
Intermediate Education	101,542
Preparatory Instruction (20-Hr Blocks)	471,196
MOS-Related Instruction (20-Hr Blocks)	253,011
High School - College Instruction in Army Education Centers	164,466
High School - College Instruction in Civilian Schools	198,268
High School - College Correspondence Instruction (USAFI)	91,350
High School G.E.D. Tests Passed	219,781
College G.E.D. Tests Passed	44,066
Tests Administered	2,357,399

VII

PROGRAM COST IN DOLLAR OBLIGATIONS

General Educational Development	$20,427,203
Transitional Training	624,000
TOTAL	$21,051,203

($10,986,584 has been obligated since the program came under GI Supervision)

TABLE 2

COMPARISON OF EDUCATIONAL LEVEL SURVEYS (CONTINENTAL UNITED STATES)
(as of 30 June 1958-62)

	30 June 58	30 June 59	30 June 60	30 June 61	30 June 62
Officers					
BA or Higher	58.0%	59.4%	60.4%	64.7%	69.4%
Not College Graduate	42.0%	40.6%	39.6%	35.3%	30.6%
Two Years of College or Higher	78.2%	79.0%	80.2%	83.4%	86.2%
Less Than Two Years of College	21.8%	21.0%	19.8%	16.6%	13.8%
Warrant Officers					
Two Years of College or Higher	20.6%	22.0%	24.5%	26.3%	28.4%
Less Than Two Years of College	79.4%	78.0%	75.5%	73.7%	71.6%
NCO's and Specialists					
High School Graduate or Higher	66.8%	72.4%	77.6%	80.4%	82.2%
Less Than 12th Grade	33.2%	27.6%	22.4%	19.6%	17.8%
Other Enlisted Personnel					
Eight Grade or Higher	95.7%	97.9%	96.3%	97.6%	97.9%
Less than 8th Grade	4.3%	2.1%	3.7%	2.4%	2.1%

APPENDIX B

RATING FORM: ADMINISTRATIVE PRINCIPLES AND PRACTICES

Name_____

Directions: Rate the following principles and practices in terms of their applicability and merit in connection with the Army General Educational Development Program. You may feel that they are important in and of themselves; however, please consider them in relation to the total G.E.D. Program.

Your rating should be objective and completely independent of present policy and practice. If, in your professional opinion, the principle or practice is important or of some importance to the G.E.D. Program, check IMPORTANT; if you feel that it is of little or no importance to the G.E.D. Program, check NOT IMPORTANT.

Let me assure you that all information given will be held strictly confidential and no identifying names will be used in the dissertation. Please use a check ( ) in the appropriate space.

PRINCIPLES AND PRACTICES GUIDANCE	IMP	NOT IMP
1. The administrator should provide for facilitating the organizational and physical needs of the guidance program.		
2. Improvements in the guidance program should be definitely planned for the immediate future.		
3. Suitable quarters and facilities should be provided for counseling service.		
4. Adequate provision in the budget should be made for carrying on the guidance program.		
5. A program of in-service training should be established for members of the staff.		
6. A cumulative record system should be established and maintained.		
7. The guidance program should be evaluated in cooperation with the staff to determine its effectiveness.		
8. Resource materials and information should be assembled for use by counselors, such as occupational information, cumulative record form, and testing instruments.		
9. The guidance program should be integrated with curriculum planning.		
10. Counselors should work within the limits of their professional competence.		
11. The counselor should not close educational, vocational doors without opening others.		
12. All counseling records should be kept up to date.		
13. Guidance services should be available to all individuals.		
14. The administrator should develop a workable plan of guidance appraisal.		

APPENDIX B continued

PRINCIPLES AND PRACTICES GUIDANCE	IMP	NOT IMP
15. The guidance program for an individual post should be tailored to fit the needs of that particular post.		
16. Guidance personnel should arrive on agreement of which of the needs are the proper concern of the present program.		
17. The total needs of the student population should be determined.		
18. Evaluation programs for guidance should be coordinated with, and be a continuous part of, the entire educational program of the post.		
19. A checklist should be one technique for evaluating guidance services.		
20. The program should provide for both group and individual guidance techniques.		
21. The administrator should place the emphasis first on the service to be rendered, and then on appropriate staff to perform the activities.		
22. An analysis of the guidance requirements of the students to be served will be a major guide in organization.		
23. A survey of the guidance activities which are existent and the staff member responsible will serve as a guide to an appropriate guidance organization.		
24. Plans should include the continuing utilization of technical consultants.		
25. Extensive educational and occupational information should be available to students.		
26. An inventory of present guidance activities should be made.		
27. A series of in-service meetings should be planned around those guidance activities which the staff considers most important.		
28. Staff members' experience in the use of various guidance techniques should be shared.		
29. Provisions should be made for access to professional guidance reading materials for the staff.		
30. Counselors should possess skill in the use of tools and techniques used in the analysis of individuals.		
31. Test results should be used as a basis for counseling with students in regard to their educational and vocational goals.		
32. A skeleton cumulative record card should be prepared on each person counseled.		
33. Personal data should be interpreted to all members of the staff who work with the students.		
34. The counselor should recognize problems which may require a series of interviews and plan accordingly.		
35. The counselor should help the counselee to consider all practical educational-vocational alternatives.		

APPENDIX B continued

	PRINCIPLES AND PRACTICES GUIDANCE	IMP	NOT IMP
36.	A counselor should secure and make readily available information about educational and training opportunities and requirements.		
37.	A counselor should do follow-up work.		
38.	Carefully conducted studies should be made by each counselor relative to the problems in this field.		
39.	The counselor should help individuals to understand their own personal assets, liabilities, and opportunities.		
40.	The counselor should provide leadership in planning and conducting orientation programs.		
41.	The testing program should be comprehensive to include different kinds of tests.		
42.	Test results should be interpreted in terms of appropriate norms.		
43.	A definite attempt should be made to relate the test scores to other kinds of information.		
44.	In addition to the regular testing program, provision should be made for special testing as needed.		
45.	Some sophistication regarding counseling theory is necessary for each person working within the educational setting if he is to evaluate properly the functioning of guidance services in his particular situation.		
46.	Records of a counseling erlationship - interview notes, test data, correspondence, etc. - should be maintained.		
47.	Specific budget items should be included for necessary guidance services.		
48.	Adequate and appropriate space must be provided for testing, counseling storage, and other guidance functions.		
49.	Staff members should be selected on the basis of needs for particular competencies in the guidance program.		
50.	Before the completion of counseling, on the choice of a vocational objective, the counselor himself should make appropriate inquiry regarding current and prospective opportunities for employment in the client's preferred occupation.		

	PRINCIPLES AND PRACTICES SUPERVISION	IMP	NOT IMP
1.	The supervisor should visit classes and have individual conferences with teachers concerning their work.		
2.	The supervisor should help teachers make instruments for self-evaluation.		
3.	The supervisor should give due recognition of merit to teachers who have done commendable work.		
4.	The supervisor should aid teachers in the most effective use of educational materials.		

APPENDIX B continued

PRINCIPLES AND PRACTICES OF SUPERVISION	IMP	NOT IMP
5. The individual teacher should participate in his own evaluation and contribute to his own confidential record of exceptional service.		
6. Provisions should be made for more individualized instruction.		
7. The evaluation techniques and procedures used in teacher evaluation should be as broad as the goals of the program.		
8. The supervisor should provide a program by which teachers cooperate in the selection of textbooks, library books, and other materials, supplies, and equipment of instruction.		
9. The supervisor should work with teachers in exploring the existing curriculum for purposes of enrichment.		
10. The supervisor should provide leadership in the adoption of a curriculum closely associated with students' needs.		
11. The supervisor should plan for the use of teacher rating scales as study guides.		
12. The supervisor should develop an analysis of objectives.		
13. The supervisory program should be formulated co-operatively; should be an expression of the combined thinking of teachers, supervisor, and administration concerning the needs of the situation.		
14. The supervisory program should be flexible.		
15. The supervisory program should include provision for its own testing or evaluation.		
16. The supervisor and teachers should develop cooperatively an analysis sheet for use in the study of instructional practice.		
17. The supervisor should offer suggestions to teachers about classroom methods.		
18. The supervisor should lead the way in adopting instruction to individual differences.		
19. The supervisory program should provide means whereby teachers may rate systematically their own traits and activities.		
20. A system should be maintained for encouraging teachers to offer suggestions for the improvement of the educational program.		
21. The supervisor should study the interests, abilities, talents, experiences, and training of the staff.		
22. The supervisory services should bring to all members of the staff analyses and discussions of research findings, new departures, and creative suggestions.		
23. The supervisor should discuss educational philosophy and objectives with teachers.		

APPENDIX F continued

PRINCIPLES AND PRACTICES SUPERVISION	IMP	NOT IMP
24. The supervisory program should make provisions for group conferences with teachers to discuss common problems.		
25. The supervisor should evaluate and select books for student use.		
26. The supervisor should help teachers organize and develop source or teaching units.		
27. The supervisor should organize and/or direct workships for teachers.		
28. The supervisor should preview films, records, and recordings.		
29. The supervisor should instruct teachers in the use of audio-visual aids.		
30. The supervisor should administer standardized tests.		
31. The supervisor should organize and plan for demonstration teaching.		
32. The supervisor should organize and/or direct work-type teacher meetings.		
33. The supervisor should use faculty meetings to discuss evaluation techniques that individual teachers have found helpful.		
34. The supervisor should seek invitations to visit classrooms.		
35. When visiting a classroom, the supervisor should enter before the class starts.		
36. While in the classroom, the supervisor should stay in the background unless brought into the activity by the group.		
37. When visiting the classroom, the supervisor should stay for the entire period.		
38. The supervisor should keep the post-observation conference informal.		
39. The supervisor should help the teacher form his own judgments about the teaching process.		
40. The supervisor should stimulate intervisitation as a method of providing more data on which to base judgments.		
41. Teaching objectives should be the criteria of evaluation.		
42. In connection with the evaluation program, budgetary provision should be made for in-service education.		
43. Effective supervision should first of all be concerned with attempting to build good morale.		
44. Effective supervision should go hand in hand with curriculum development.		
45. Evaluation should be diagnostic.		

APPENDIX B continued

PRINCIPLES AND PRACTICES — SUPERVISION	IMP	NOT IMP
46. Supervision should help teachers find interest, attain broad understandings, and find the satisfaction inherent in effective teaching.		
47. The administrative aspect of supervision should be secondary to the pedagogical.		
48. The supervisor should be specifically and definitely trained for his work.		
49. Supervisors should have actual classroom experience.		
50. The supervisor should offer more constructive criticisms and practical suggestions and less theory.		

PRINCIPLES AND PRACTICES — PERSONNEL ADMINISTRATION	IMP	NOT IMP
1. The administration should plan orientation meetings for new teachers.		
2. The administrator should organize pre-term meetings for planning.		
3. Teachers should be encouraged to engage in local research problems and/or experimental trial of new materials or processes.		
4. Creative abilities in the staff must be released through both the organization and the process that take place.		
5. Growth and development must be fostered in the entire staff.		
6. The need for cooperative planning and group evaluation must be recognized and opportunities allowed to practice them.		
7. Channels of communication and the necessary organization to allow for group action must exist.		
8. The ordinary basic desires of individuals, such as security, belongingness, recognition, and new experiences, must be acknowledged and opportunities allowed for their achievement.		
9. The recognition of the need for the function of execution or administration must appear in the structure and must be defined.		
10. The type and nature of the organization must be such as to allow for professional integrity in the staff.		
11. Concerning the coordination of the personnel, personal data concerning abilities, growth, and development should be kept in a current confidential file and maintained with great care.		
12. No new personnel activity should be planned without consideration of the records and reports involved.		
13. Each file should be reviewed each year and non-pertinent data discarded.		
14. Machinery should be set up for an interchange of ideas.		

APPENDIX I continued

PRINCIPLES AND PRACTICES PERSONNEL ADMINISTRATION	IMP	NOT IMP
15. Teacher-placement bureaus should be used in recruiting teachers.		
16. Relative to teacher recruitment, published announcements of positions to be filled should be made.		
17. The program of teacher recruitment should provide for direct application by candidates.		
18. The program of teacher recruitment should provide for personal interviews with applicants.		
19. The program of teacher recruitment should make use of formal application blanks.		
20. Transcripts of college preparation should be used in the appraisal of candidates.		
21. In the appraisal of candidates, verification should be made of experience records reported by applicants.		
22. The candidate appraisal program should include written examinations.		
23. Appraisal of merit and fitness should be the responsibility of professional officials and adequate safeguards to protect their prerogatives should be established.		
24. Minimum standards of preparation and experience for each psoition should be established.		
25. Considered policies should be adopted as to what constitutes a reasonable body of assignments for a classroom teacher.		
26. Systematic study should be made of each teacher's assignments by means of a formula or other objective comparison as a basis for equalizing loads.		
27. The program of personnel administration should provide for in-service training programs.		
28. Workshops should be used as a procedure for program change.		
29. Staff meetings should be focused on consideration of proposed improvements in the program.		
30. Experimental programs should be used as one type of in-service training.		
31. A hand book should be prepared describing the employee services of the organization.		
32. The administrator should work for employee services that will increase happiness and efficiency.		
33. Teachers should be encouraged to develop distinctive classrooms that reflect the work and activities of their classes.		
34. The program of personnel administration should provide for a socialization program that will increase teacher's self-assurance and social skills.		
35. The administrator should listen to the opinions and proposals of all staff members.		

APPENDIX B continued

	PRINCIPLES AND PRACTICES PERSONNEL ADMINISTRATION	IMP	NOT IMP
36.	The administrator should consult with staff members before taking action that will affect them.		
37.	Work should be planned with the staff instead of issuing directives on how it should be done.		
38.	The administrator should check frequently on indices of teacher morale.		
39.	The administrator should help teachers develop techniques for evaluating a variety of types of pupil growth.		
40.	In appraising applicants, a rating scale should be used for ranking applicants.		
41.	Each educational program should formulate and adopt some guiding principles for teacher selection and include them in the personnel policies.		
42.	Differences in belief, in attitudes and in traits among people must be tolerated, and leadership should effect a willing cooperation in common purposes.		
43.	Modern educational leadership should rely upon the processes of group thinking, group deliberation, group decision, and the mutual stimulation that results from these.		
44.	The resources of knowledge, enthusiasm, and ability of all co-workers should be given release and employment.		
45.	All members of the staff must experience a sense of participation determined and limited only by their interests and abilities.		
46.	All members of the staff must experience a sense of professional security in their job.		
47.	The administration should encourage teachers to develop a feeling that they are affiliated with a great cause.		
48.	In teacher selection, those persons who are the most competent to judge qualifications should have the responsibility for selecting.		
49.	Educational leadership on all levels must be democratic.		
50.	The administration should plan with staff members the way a job assignment is to be executed.		

COMMENTS:

APPENDIX C

Headquarters, USASCAF
ATTN: Pentagon Education Center
Washington 25, D. C.

28 February 1963

Dear Fellow Educators:

In this crucial period in the growth of the Army General Educational Development Program, I am working on a study of "Selected Administrative Principles and Practices for the G.E.D. Program" for a Doctoral dissertation at Michigan State University.

Mr. Wilmot Jacobs of CONARC has given generously of his time and knowledge relative to the historical section of this study. Dr. Arvil Bunch of the Department of the Army and Lt. Col. Louis Strehlow, formerly Chief of the Education Branch, Department of the Army, have offered many valuable suggestions in connection with the survey.

A list of selected principles and practices which, as a result of this survey, have been found to be important will be furnished to every Army Education Center in the Continental United States.

The information you are being asked to offer is needed to help determine which administrative principles and practices are important to the G.E.D. Program. Information from you is necessary for a complete study.

The rating form is easy to mark and will take about 45 minutes of your time. A self-addressed envelope is enclosed for your convenience in returning the completed form. Please accept my sincere appreciation for your help.

Sincerely yours,

Stuart R. Westerlund

SW:dc

Enclosures

APPENDIX D

March 19, 1963

IT ISN'T QUITE AS BAD AS THIS BUT I WOULD APPRECIATE YOUR HELP!

To have a more complete and accurate study concerning principles and practices for the G.E.D. Program, the rating form which I sent to you is needed. The return has been very good; however, I would like to have 100% if possible.

Please return the completed rating form by March 27. Your help will be very much appreciated.

Cordially,

Stuart R. Westerlund

Stuart R. Westerlund

APPENDIX E

TABLE 5

TABULATED CHI-SQUARE TEST OF INDEPENDENCE DATA

PRIN. NO.	PANEL		FIELD		INDEPENDENCE CHI SQUARE	
	IMP	NOT IMP	IMP	NOT IMP	SIG	NOT SIG
1	20	0	56	4		.351
2	17	3	48	12		.027
3	20	0	58	2		.000
4	19	1	53	7		.185
5	19	1	50	10		.878
6	18	2	45	15		1.220
7	18	2	47	13		.684
8	20	0	53	7		1.305
9	15	5	42	18		.020
10	19	1	54	6		.052
11	17	3	53	7		.000
12	20	0	54	6		.961
13	18	2	52	8		.000
14	19	1	42	18	3.888	
15	17	3	50	10		.031
16	14	6	42	18		.079
17	19	1	43	17		3.441
18	16	4	46	14		.000
19	9	11	23	37		.069
20	19	1	48	12		1.500

TABLE 5 continued

PRIN.	PANEL		FIELD		INDEPENDENCE CHI SQUARE	
NO.	IMP	NOT IMP	IMP	NOT IMP	SIG	NOT SIG
21	18	2	53	7		.042
22	17	3	41	19		1.338
23	15	5	38	22		.466
24	13	7	32	28		.423
25	18	2	50	10		.131
26	18	2	34	26	5.934	
27	15	5	47	13		.000
28	19	1	52	8		.376
29	19	1	50	10		.878
30	20	0	53	7		1.305
31	18	2	53	7		.042
32	11	9	46	14		2.461
33	10	10	32	28		.000
34	18	2	56	4		.000
35	19	1	55	5		.000
36	20	0	55	5		.640
37	19	1	50	10		.878
38	10	10	35	25		.152
39	20	0	56	4		.351
40	15	5	50	10		.246

TABLE 5 continued

PRIN. NO.	PANEL		FIELD		INDEPENDENCE CHI SQUARE	
	IMP	NOT IMP	IMP	NOT IMP	SIG	NOT SIG
41	17	3	55	5		.185
42	18	2	53	7		.042
43	18	2	51	9		.035
44	17	3	49	11		.000
45	19	1	52	18	3.888	
46	18	2	55	5		.052
47	19	1	49	11		1.176
48	20	0	58	2		.000
49	18	2	46	14		.938
50	11	9	27	33		.267
51	19	1	56	4		.071
52	17	3	35	25		3.590
53	19	1	55	5		.000
54	18	2	55	5		.052
55	17	3	43	17		.800
56	14	6	43	17		.020
57	17	3	45	15		.022
58	13	7	41	19		.000
59	18	2	48	12		.462
60	19	1	55	5		.000

TABLE 5 continued

PRIN.	PANEL		FIELD		INDEPENDENCE CHI SQUARE	
NO.	IMP	NOT IMP	IMP	NOT IMP	SIG	NOT SIG
61	12	8	16	44	5.934	
62	17	3	46	14		.224
63	19	1	49	11		1.176
64	19	1	56	4		.071
65	17	3	46	14		.224
66	14	6	39	21		.019
67	17	3	49	11		.000
68	13	7	38	22		.018
69	15	5	32	28		2.080
70	20	0	55	5		.640
71	18	2	54	6		.184
72	20	0	60	0		.000
73	18	2	48	12		.462
74	19	1	54	6		.052
75	7	13	28	32		.273
76	16	4	35	25		2.182
77	13	7	28	32		1.351
78	12	8	26	34		1.069
79	11	9	27	33		.267
80	4	16	16	44		.089

TABLE 5 continued

PRIN. NO.	PANEL		FIELD		INDEPENDENCE CHI SQUARE	
	IMP	NOT IMP	IMP	NOT IMP	SIG	NOT SIG
81	12	8	21	39		2.906
82	14	6	33	27		.842
83	14	6	48	12		.382
84	13	7	20	40	4.969	
85	10	10	26	34		.067
86	16	4	50	10		.000
87	10	10	21	39		.860
88	18	2	45	15		1.220
89	17	3	45	15		.382
90	15	5	31	29		2.455
91	17	3	43	17		.800
92	14	6	37	23		.162
93	17	3	41	19		1.338
94	17	3	43	17		.800
95	18	2	49	11		.276
96	17	3	48	12		.027
97	11	9	34	26		.017
98	19	1	51	9		.610
99	18	2	52	8		.000
100	13	7	54	6	5.174	

TABLE 5 continued

PRIN.	PANEL		FIELD		INDEPENDENCE CHI SQUARE	
NO.	IMP	NOT IMP	IMP	NOT IMP	SIG	NOT SIG
101	20	0	55	5		.640
102	15	5	43	17		.000
103	16	4	43	17		.194
104	18	2	46	14		.938
105	19	1	55	5		.000
106	15	5	40	20		.175
107	16	4	46	14		.000
108	17	3	54	6		.042
109	18	2	35	25	5.386	
110	18	2	53	7		.042
111	17	3	39	21		1.984
112	18	2	35	25	5.386	
113	14	6	38	22		.073
114	19	1	52	8		.376
115	9	11	14	46		2.461
116	14	6	30	30		1.684
117	14	6	50	10		.938
118	19	1	59	1		.684
119	14	6	40	20		.000
120	15	5	45	15		.089

TABLE 5 continued

PRIN.	PANEL		FIELD		INDEPENDENCE CHI SQUARE	
NO.	IMP	NOT IMP	IMP	NOT IMP	SIG	NOT SIG
121	16	4	43	17		.194
122	3	17	5	55		.470
123	18	2	45	15		1.220
124	18	2	55	5		.052
125	16	4	43	17		.194
126	13	7	33	27		.273
127	17	3	45	15		.383
128	15	5	32	28		2.080
129	18	2	55	5		.052
130	14	6	31	29		1.371
131	12	8	22	38		2.455
132	17	3	54	6		.042
133	14	6	42	18		.079
134	11	9	25	35		.606
135	19	1	55	5		.000
136	19	1	56	4		.071
137	16	4	56	4		1.667
138	16	4	44	16		.089
139	15	5	45	15		.089
140	8	12	22	38		.000

TABLE 5 continued

PRIN.	P A N E L		F I E L D		INDEPENDENCE CHI SQUARE	
NO.	IMP	NOT IMP	IMP	NOT IMP	SIG	NOT SIG
141	18	2	51	9		.035
142	19	1	54	6		.052
143	15	5	45	15		.089
144	19	1	49	11		1.176
145	19	1	48	12		1.500
146	19	1	51	9		.610
147	19	1	54	6		.052
148	18	2	53	7		.042
149	18	2	50	10		.131
150	18	2	43	17		1.864

TABLE 6

TABULATED CHI-SQUARE GOODNESS OF FIT DATA

PRIN. NO.	P A N E L		CHI SQUARE GOODNESS OF FIT TEST		F I E L D		CHI SQUARE GOODNESS OF FIT TEST	
	IMP	NOT IMP	SIG	NOT SIG	IMP	NOT IMP	SIG	NOT SIG
1	20	0	10.800		56	4	25.650	
2	17	3	4.103		48	12	10.586	
3	20	0	10.800		58	2	31.065	
4	19	1	8.025		53	7	18.912	
5	19	1	8.025		50	10	13.538	
6	18	2	5.833		45	15	6.969	
7	18	2	5.833		47	13	9.278	
8	20	0	10.800		53	7	18.912	
9	15	5		1.707	42	18	4.201	
10	19	1	8.025		54	6	20.992	
11	17	3	4.103		53	7	18.912	
12	20	0	10.800		54	6	20.992	
13	18	2	5.833		52	8	16.983	
14	19	1	8.025		42	18	4.201	
15	17	3	4.103		50	10	13.538	
16	14	6		.938	42	18	4.201	
17	19	1	8.025		43	17	5.036	
18	16	4		2.747	46	14	8.074	
19	9	11		.0	23	37		1.217
20	19	1	8.025		48	12	10.586	

TABLE 6 continued

PRIN. NO.	PANEL		CHI SQUARE GOODNESS OF FIT TEST		FIELD		CHI SQUARE GOODNESS OF FIT TEST	
	IMP	NOT IMP	SIG	NOT SIG	IMP	NOT IMP	SIG	NOT SIG
21	18	2	5.833		53	7	18.912	
22	17	3	4.103		41	19	3.449	
23	15	5		1.707	38	22		1.663
24	13	7		.409	32	28		.033
25	18	2	5.833		50	10	13.538	
26	18	2	5.833		34	26		.301
27	15	5		1.707	47	13	9.278	
28	19	1	8.025		52	8	16.983	
29	19	1	8.025		50	10	13.538	
30	20	0	10.800		53	7	18.912	
31	18	2	5.833		53	7	18.912	
32	11	9		.000	46	14	8.074	
33	10	10		.000	32	28		.033
34	18	2	5.833		56	4	25.650	
35	19	1	8.025		55	5	23.234	
36	20	0	10.800		55	5	23.234	
37	19	1	8.025		50	10	13.538	
38	10	10		.000	35	25		.537
39	20	0	10.800		56	4	25.650	
40	15	5		1.707	50	10	13.538	

TABLE 6 continued

PRIN. NO.	PANEL		CHI SQUARE GOODNESS OF FIT TEST		FIELD		CHI SQUARE GOODNESS OF FIT TEST	
	IMP	NOT IMP	SIG	NOT SIG	IMP	NOT IMP	SIG	NOT SIG
41	17	3	4.103		55	5	23.234	
42	18	2	5.833		53	7	18.912	
43	18	2	5.833		51	9	15.195	
44	17	3	4.103		49	11	12.004	
45	19	1	8.025		42	18	4.201	
46	18	2	5.833		55	5	23.234	
47	19	1	8.025		49	11	12.004	
48	20	0	10.800		58	2	31.065	
49	18	2	5.833		46	14	8.074	
50	11	9		.000	27	33		.134
51	19	1	8.025		56	4	25.650	
52	17	3	4.103		35	25		.537
53	19	1	8.025		55	5	23.234	
54	18	2	5.833		55	5	23.234	
55	17	3	4.103		43	17	5.036	
56	14	6		.938	43	17	5.036	
57	14	6		.938	45	15	6.969	
58	13	7		.409	41	19		3.449
59	18	2	5.833		48	12	10.586	
60	19	1	8.025		55	5	23.234	

TABLE 6 continued

PRIN. NO.	P A N E L		CHI SQUARE GOODNESS OF FIT TEST		F I E L D		CHI SQUARE GOODNESS OF FIT TEST	
	IMP	NOT IMP	SIG	NOT SIG	IMP	NOT IMP	SIG	NOT SIG
61	12	8		.101	16	44	5.958	
62	17	3	4.103		46	14	8.074	
63	19	1	8.025		49	11	12.004	
64	19	1	8.025		56	4	25.650	
65	17	3	4.103		46	14	8.074	
66	14	6		.938	39	21		2.182
67	17	3	4.103		49	11	12.004	
68	13	7		.409	38	22		1.663
69	15	5		1.707	32	28		.033
70	20	0	10.800		55	5	23.234	
71	18	2	5.833		54	6	20.992	
72	20	0	10.800		60	0	37.378	
73	18	2	5.833		48	12	10.586	
74	19	1	8.025		54	6	20.992	
75	7	13		.409	27	33		.134
76	16	4		2.747	35	25		.537
77	13	7		.409	28	32		.033
78	12	8		.101	26	34		.301
79	11	9		.000	27	33		.134
80	4	16		2.747	16	44	5.958	

TABLE 6 continued

PRIN. NO.	PANEL		CHI SQUARE GOODNESS OF FIT TEST		FIELD		CHI SQUARE GOODNESS OF FIT TEST	
	IMP	NOT IMP	SIG	NOT SIG	IMP	NOT IMP	SIG	NOT SIG
81	12	8		.101	21	39		2.182
82	14	6		.938	33	27		.134
83	14	6		.938	48	12	10.586	
84	13	7		.409	20	40		2.777
85	10	10		.000	26	34		.301
86	16	4		2.747	50	10	13.538	
87	10	10		.000	21	39		2.182
88	18	2	5.833		45	15	6.969	
89	17	3	4.103		45	15	6.969	
90	15	5		1.707	31	29		.000
91	17	3	4.103		43	17	5.036	
92	14	6		.938	37	23		1.217
93	17	3	4.103		41	19		3.449
94	17	3	4.103		43	17	5.036	
95	18	2	5.833		49	11	12.004	
96	17	3	4.103		48	12	10.586	
97	11	9		.000	34	26		.301
98	19	1	8.025		51	9	15.195	
99	18	2	5.833		52	8	16.983	
100	13	7		.409	54	6	20.992	

TABLE 6 continued

PRIN. NO.	PANEL		CHI SQUARE GOODNESS OF FIT TEST		FIELD		CHI SQUARE GOODNESS OF FIT TEST	
	IMP	NOT IMP	SIG	NOT SIG	IMP	NOT IMP	SIG	NOT SIG
101	20	0	10.800		55	5	23.234	
102	15	5		1.707	43	17	5.036	
103	16	4		2.747	43	17	5.036	
104	18	2	5.833		46	14	8.074	
105	19	1	8.025		55	5	23.234	
106	15	5		1.707	40	20		2.777
107	16	4		2.747	46	14	8.074	
108	13	7		.409	54	6	20.992	
109	18	2	5.833		35	25		.537
110	18	2	5.833		53	7	18.912	
111	17	3	4.103		39	21		2.182
112	18	2	5.833		35	25		.537
113	14	6		.938	38	22		1.663
114	19	1	8.025		52	8	16.983	
115	9	11		.000	14	46	8.074	
116	14	6		.938	30	30		.000
117	14	6		.938	50	10	13.538	
118	19	1	8.025		59	1	34.099	
119	14	6		.938	40	20		2.777
120	15	5		1.707	45	15	6.969	

TABLE 6 continued

PRIN.	PANEL		CHI SQUARE GOODNESS OF FIT TEST		FIELD		CHI SQUARE GOODNESS OF FIT TEST	
	IMP	NOT IMP	SIG	NOT SIG	IMP	NOT IMP	SIG	NOT SIG
121	16	4		2.747	43	17	5.036	
122	3	17	4.103		4	56	25.650	
123	18	2	5.833		45	15	6.969	
124	18	2	5.833		55	5	23.234	
125	16	4		2.747	43	17	5.036	
126	13	7		.409	33	27		.134
127	17	3	4.103		45	15	6.969	
128	15	5		1.707	32	28		.033
129	18	2	5.833		55	5	23.234	
130	14	6		.938	31	29		.000
131	12	8		.101	22	38		1.663
132	17	3	4.103		54	6	20.992	
133	14	6		.938	42	18	4.201	
134	11	9		.000	25	35		.537
135	19	1	8.025		55	5	23.234	
136	19	1	8.025		56	4	25.650	
137	16	4		2.747	56	4	25.650	
138	16	4		2.747	44	16	5.058	
139	15	5		1.707	45	15	6.969	
140	8	12		.101	22	38		1.663

TABLE 6 continued

PRIN.	PANEL		CHI SQUARE GOODNESS OF FIT TEST		FIELD		CHI SQUARE GOODNESS OF FIT TEST	
	IMP	NOT IMP	SIG	NOT SIG	IMP	NOT IMP	SIG	NOT SIG
141	18	2	5.833		51	9	15.195	
142	19	1	8.025		54	6	20.992	
143	15	5		1.707	45	15	6.969	
144	19	1	8.025		49	11	12.001	
145	19	1	8.025		48	12	10.586	
146	19	1	8.025		51	9	15.195	
147	19	1	8.025		54	6	20.992	
148	18	2	5.833		53	7	18.912	
149	18	2	5.833		50	10	13.538	
150	18	2	5.833		43	17	5.036	

APPENDIX F

TABLE 7

RANK ORDER CORRELATION COEFFICIENT
FOR IMPORTANT PRINCIPLES AND PRACTICES

No.	χ^2_P	Rank Panel	χ^2_f	Rank Field	D	D^2
1	10.800	6	25.650	7.5	1.5	2.25
2	10.800	6	31.065	3.5	2.5	6.25
3	10.800	6	18.912	3.5	2.5	6.25
4	10.800	6	20.992	27.0	21.0	441.00
5	10.800	6	18.912	35.0	29.0	841.000
6	10.800	6	23.234	17.0	11.0	121.00
7	10.800	6	25.650	7.5	1.5	2.25
8	10.800	6	31.065	3.5	2.5	6.25
9	10.800	6	23.234	17.0	11.0	121.0
10	10.800	6	37.378	1.0	5.0	25.0
11	10.800	6	23.234	17.0	11.0	121.0
12	8.025	26	18.912	35.0	9.0	81.0
13	8.025	26	13.538	50.5	24.5	600.25
14	8.025	26	20.992	27.0	1.0	1.0
15	8.025	26	4.201	81.5	55.5	3080.25
16	8.025	26	5.036	78.0	52.0	2704.0
17	8.025	26	10.586	62.5	36.5	1332.25
18	8.025	26	16.983	41.5	15.5	240.25
19	8.025	26	13.538	50.5	24.5	600.25
20	8.025	26	23.234	17.0	9.0	81.0
21	8.025	26	13.538	50.5	24.5	600.25

No.	χ^2_P	Rank Panel	χ^2_f	Rank Field	D	D^2
22	8.025	26	4.201	81.5	55.5	3080.25
23	8.025	26	12.004	56.5	30.5	930.25
24	8.025	26	25.650	7.5	18.5	342.25
25	8.025	26	23.234	17.0	9.0	81.0
26	8.025	26	23.234	17.0	9.0	81.0
27	8.025	26	12.004	56.5	30.5	930.25
28	8.025	26	25.650	7.5	18.5	342.25
29	8.025	26	20.992	27.0	1.0	1.0
30	8.025	26	15.195	45.5	19.5	380.25
31	8.025	26	23.234	17.0	9.0	81.0
32	8.025	26	16.983	41.5	15.5	240.25
33	8.025	26	34.099	2.0	24.0	576.0
34	8.025	26	23.234	17.0	9.0	81.0
35	8.025	26	25.650	7.5	18.5	342.25
36	8.025	26	20.992	27.0	1.0	1.0
37	8.025	26	12.001	56.5	30.5	930.25
38	8.025	26	10.586	62.5	36.5	1332.25
39	8.025	26	15.195	45.5	19.5	380.25
40	8.025	26	20.992	27.0	1.0	1.0
41	5.833	54	6.969	73.0	19.0	361.0
42	5.833	54	9.278	66.0	12.0	144.0
43	5.833	54	16.983	41.5	12.5	156.25
44	5.833	54	18.912	35.0	19.0	361.0
45	5.833	54	13.538	50.5	3.5	12.25
46	3.833	54	18.912	35.0	19.0	361.0

TABLE 7 continued

No.	χ^2_P	Rank Panel	χ^2_f	Rank Field	D	D^2
47	5.833	54	25.650	7.5	46.5	2162.25
48	5.833	54	18.912	35.0	19.0	361.0
49	5.833	54	15.195	45.5	8.5	72.25
50	5.833	54	23.234	17.0	37.0	1369.0
51	5.833	54	8.074	68.5	14.5	210.25
52	5.833	54	23.234	17.0	37.0	1369.0
53	5.833	54	10.586	62.5	8.5	72.25
54	5.833	54	20.992	27.0	27.0	729.0
55	5.833	54	10.586	62.5	8.5	72.25
56	5.833	54	6.969	73.0	19.0	361.0
57	5.833	54	12.004	56.5	2.5	6.25
58	5.833	54	16.983	41.5	12.5	156.25
59	5.833	54	8.074	68.5	14.5	210.25
60	5.833	54	18.912	35.0	19.0	361.0
61	5.833	54	6.969	73.0	19.0	361.0
62	5.833	54	23.234	17.0	37.0	1369.0
63	5.833	54	23.234	17.0	37.0	1369.0
64	5.833	54	15.195	45.5	8.5	72.25
65	5.833	54	18.912	35.0	19.0	361.0
66	5.833	54	13.538	50.5	3.5	12.25
67	5.833	54	5.036	78.5	24.0	576.0
68	4.103	75	10.586	62.5	12.5	156.25
69	4.103	75	18.912	35.0	40.0	1600.0
70	4.103	75	13.538	50.5	24.5	600.25
71	4.103	75	23.234	17.0	58.0	3364.0

TABLE 7 continued

No.	χ^2_P	Rank Panel	χ^2_f	Rank Field	D	D^2
72	4.103	75	12.004	56.5	18.5	342.25
73	4.103	75	5.036	78.0	3.0	9.0
74	4.103	75	8.074	68.5	6.5	42.25
75	4.103	75	8.074	68.5	6.5	42.25
76	4.103	75	12.004	56.5	18.5	342.25
77	4.103	75	6.969	73.0	2.0	4.0
78	4.103	75	5.036	78.0	3.0	9.0
79	4.103	75	5.036	78.0	3.0	9.0
80	4.103	75	10.586	62.5	12.5	156.25
81	4.103	75	6.969	73.0	2.0	4.0
82	4.103	75	20.992	27.0	48.0	2304.0
						43160.25
						x6
						258961.50

$N = 82$

$N^3 - N = 551286$

$258961.50 \div 551286 = .470$

$= 1 - .470 = .\underline{53}$

TABLE 8

RANK ORDER CORRELATION COEFFICIENT FOR
PRINCIPLES AND PRACTICES OF GUIDANCE

No.	χ^2_P	Rank Panel	χ^2_f	Rank Field	D	D^2
1	10.800	4.5	25.650	4.0	.5	.25
2	10.800	4.5	31.065	1.5	3.0	9.0
3	10.800	4.5	18.912	15.0	10.5	110.25
4	10.800	4.5	20.992	10.5	6.0	36.0
5	10.800	4.5	18.912	15.0	10.5	110.25
6	10.800	4.5	23.234	7.5	3.0	9.0
7	10.800	4.5	25.650	4.0	.5	.25
8	10.800	4.5	31.065	1.5	3.0	9.0
9	8.025	14.5	18.912	15.0	.5	.25
10	8.025	14.5	13.538	23.5	9.0	81.0
11	8.025	14.5	20.992	10.5	4.0	16.0
12	8.025	14.5	4.201	40.5	26.0	676.00
13	8.025	14.5	5.036	38.0	23.5	552.25
14	8.025	14.5	10.586	30.5	16.0	256.0
15	8.025	14.5	16.983	19.5	5.0	25.0
16	8.025	14.5	13.538	23.5	9.0	81.0
17	8.025	14.5	23.234	7.5	7.0	49.0
18	8.025	14.5	13.538	23.5	9.0	81.0
19	8.025	14.5	4.201	40.5	26.0	676.00
20	8.025	14.5	12.004	28.5	14.0	196.0
21	5.833	26.5	6.969	37.0	10.5	110.25

TABLE 8 continued

No.	χ^2_P	Rank Panel	χ^2_f	Rank Field	D	D^2
22	5.833	26.5	9.278	32.5	6.0	36.0
23	5.833	26.5	16.983	19.5	7.0	49.0
24	5.833	26.5	18.912	15.0	11.5	132.25
25	5.833	26.5	13.538	23.5	3.0	9.0
26	5.833	26.5	.301	47.0	20.5	420.25
27	5.833	26.5	18.912	15.0	11.5	132.25
28	5.833	26.5	25.650	4.0	22.5	506.25
29	5.833	26.5	18.912	15.0	11.5	132.25
30	5.833	26.5	15.195	21.0	5.5	30.25
31	5.833	26.5	23.234	7.5	19.0	361.00
32	5.833	26.5	8.074	35.0	8.5	72.25
33	4.103	35.5	10.586	30.5	5.0	25.0
34	4.103	35.5	18.912	15.0	20.5	420.25
35	4.103	35.5	13.538	23.5	12.0	144.0
36	4.103	35.5	3.449	43.0	7.5	56.25
37	4.103	35.5	23.234	7.5	28.0	784.0
38	4.103	35.5	12.004	28.5	7.0	49.0
39	2.747	39.0	8.074	35.0	4.0	16.0
40	1.707	41.5	4.201	40.5	1.0	1.0
41	1.707	41.5	1.663	44.0	2.5	6.25
42	1.707	41.5	9.278	32.5	9.0	81.0
43	1.707	41.5	13.538	23.5	18.0	325.0
44	.938	44.0	4.201	40.5	3.5	12.25
45	.409	45.0	.033	49.5	4.5	20.25

TABLE 8 continued

No.	χ^2_P	Rank Panel	χ^2_f	Rank Field	D	D^2
46	.000	48.0	1.217	45.0	3.0	9.0
47	.000	48.0	8.074	35.0	13.0	169.0
48	.000	48.0	.033	49.5	1.5	2.25
49	.000	48.0	.537	46.0	3.0	9.0
50	.000	48.0	.134	48.0	0.0	0.0
						7093.0
						x6
						42558.0

$N = 50$

$N^3 - N = 124950$

$42558.0 \div 124950 = .340$

$= 1 - .340 = .660$

TABLE 9

RANK ORDER CORRELATION COEFFICIENT FOR
PRINCIPLES AND PRACTICES OF SUPERVISION

No.	χ^2_P	Rank Panel	χ^2_f	Rank Field	D	D^2
1	10.800	1.5	23.234	5.5	4.0	16.0
2	10.800	1.5	37.378	1.0	.5	.25
3	8.025	6.0	25.650	2.5	3.5	12.25
4	8.025	6.0	23.234	5.5	.5	.25
5	8.025	6.0	22.234	5.5	.5	.25
6	8.025	6.0	12.004	15.0	9.0	81.00
7	8.025	6.0	25.650	2.5	3.5	12.25
8	8.025	6.0	20.992	9.0	3.0	12.25
9	8.025	6.0	15.195	12.0	6.0	36.00
10	5.833	13.0	23.234	5.5	7.5	56.25
11	5.833	13.0	10.586	18.5	5.5	30.25
12	5.833	13.0	20.992	9.0	4.0	16.0
13	5.833	13.0	10.586	18.5	5.5	30.25
14	5.833	13.0	6.969	24.0	11.0	121.0
15	5.833	13.0	12.004	15.0	2.0	4.0
16	5.833	13.0	16.983	11.0	2.0	4.0
17	4.103	21.5	.537	40.5	19.0	361.0
18	4.103	21.5	5.036	29.5	8.0	64.0
19	4.103	21.5	8.074	21.5	.0	0.0
20	4.103	21.5	8.074	21.5	.0	0.0
21	4.103	21.5	12.004	15.0	6.5	42.25

TABLE 9 continued

No.	χ^2_P	Rank Panel	χ^2_f	Rank Field	D	D^2
22	4.103	21.5	6.969	24.0	2.5	6.25
23	4.103	21.5	5.036	29.5	8.0	64.0
24	4.103	21.5	3.449	32.5	11.0	121.0
25	4.103	21.5	5.036	29.5	8.0	64.0
26	4.103	21.5	10.586	18.5	3.0	9.0
27	2.747	28.0	.537	40.5	12.5	156.25
28	2.747	28.0	5.958	26.5	1.5	2.25
29	2.748	28.0	13.538	13.0	15.0	225.00
30	1.707	30.5	.033	48.5	18.0	324.0
31	1.707	30.5	.000	5.0	19.5	380.25
32	.938	34.5	5.036	29.5	5.0	25.0
33	.938	34.5	6.969	24.0	10.5	110.25
34	.938	34.5	2.182	36.0	1.5	2.25
35	.938	34.5	.134	46.0	11.5	132.25
36	.938	34.5	10.586	18.5	16.0	256.0
37	.938	34.5	1.217	39.0	4.5	20.25
38	.409	40.5	3.449	32.5	8.0	64.0
39	.409	4.05	1.663	38.0	2.5	6.25
40	.409	40.5	.134	46.0	5.5	30.25
41	.409	40.5	.033	48.5	8.0	64.0
42	.409	40.5	2.777	34.0	6.5	42.25
43	.409	40.5	20.992	9.0	31.5	992.25
44	.101	45.0	5.958	26.5	18.5	342.25
45	.101	45.0	.301	43.0	2.0	4.0

TABLE 9 continued

No.	χ^2 P	Rank Panel	χ^2 f	Rank Field	D	D^2
46	.101	45.0	2.182	36.0	9.0	81.0
47	.000	48.5	.134	46.0	2.5	6.25
48	.000	48.5	.301	43.0	5.0	25.0
49	.000	48.5	2.182	36.0	12.5	156.25
50	.000	48.5	.301	43.0	5.5	30.25
						4641.50
						x6
						27849.0

$N = 50$

$N^3 - N = 124950$

$27849.0 \div 124950 = .223$

$= 1 - .223 = .777$

TABLE 10

RANK ORDER CORRELATION COEFFICIENT FOR
PRINCIPLES AND PRACTICES OF PERSONNEL ADMINISTRATION

No.	χ^2_P	Rank Panel	χ^2_f	Rank Field	D	D^2
1	10.800	1.0	23.234	7.0	6.0	36.0
2	8.025	6.5	23.234	7.0	.5	.25
3	8.025	6.5	16.983	16.0	9.5	90.25
4	8.025	6.5	34.099	1.0	5.5	30.25
5	8.025	6.5	23.234	7.0	.5	.25
6	8.025	6.5	25.650	3.0	3.5	12.25
7	8.025	6.5	20.992	11.5	5.0	25.0
8	8.025	6.5	12.001	21.0	14.5	210.25
9	8.025	6.5	10.586	22.0	15.5	250.25
10	8.025	6.5	15.195	17.5	11.0	121.0
11	8.025	6.5	20.992	11.5	5.0	25.0
12	5.833	17.0	8.074	24.0	7.0	49.0
13	5.833	17.0	.537	45.0	28.0	784.0
14	5.833	17.0	18.912	14.5	2.5	6.25
15	5.833	17.0	.537	45.0	28.0	784.0
16	5.833	17.0	6.969	28.0	11.0	121.0
17	5.833	17.0	23.234	7.0	10.0	100.0
18	5.833	17.0	23.234	7.0	10.0	100.0
19	5.833	17.0	15.195	17.5	.5	.25
20	5.833	17.0	18.912	14.5	2.5	6.25
21	5.833	17.0	13.538	19.5	2.5	6.25

TABLE 10 continued

No.	χ^2_P	Rank Panel	χ^2_f	Rank Field	D	D^2
22	5.833	17.0	5.036	34.0	17.0	289.0
23	4.103	24.5	2.182	40.0	15.5	240.25
24	4.103	24.5	25.650	3.0	21.5	462.25
25	4.103	24.5	6.969	28.0	3.5	12.25
26	4.103	24.5	20.992	11.5	13.0	169.0
27	2.747	29.5	5.036	34.0	4.5	20.25
28	2.747	29.5	8.074	24.0	5.5	30.25
29	2.747	29.5	5.036	34.0	4.5	20.25
30	2.747	29.5	5.036	34.0	4.5	20.25
31	2.747	29.5	25.650	3.0	26.5	702.25
32	2.747	29.5	5.958	31.0	1.5	2.25
33	1.707	35.5	5.036	34.0	1.5	2.25
34	1.707	35.5	2.777	38.5	3.0	9.0
35	1.707	35.5	6.969	28.0	7.5	56.25
36	1.707	35.5	.033	48.0	12.5	156.25
37	1.707	35.5	6.969	28.0	7.5	56.25
38	1.707	35.5	6.969	28.0	7.5	56.25
39	.938	41.5	1.663	42.0	.5	.25
40	.938	41.5	.000	49.5	8.0	64.0
41	.938	41.5	13.538	19.5	22.0	484.0
42	.938	41.5	2.777	38.5	3.0	9.0
43	.938	41.5	.000	49.5	8.0	64.0
44	.938	41.5	4.201	37.0	4.5	20.25
45	.409	45.5	20.992	11.5	34.0	1156.0

TABLE 10 continued

No.	χ^2_P	Rank Panel	χ^2_f	Rank Field	D	D^2
46	.409	45.5	.134	47.0	1.5	2.25
47	.101	47.5	1.663	42.0	5.5	30.25
48	.101	47.5	1.663	42.0	5.5	30.25
49	.000	49.5	8.074	24.0	25.5	650.25
50	.000	49.5	.537	45.0	4.5	20.25
						7583.0
						x6
						45498.0

$N = 50$

$N^3 - N = 124950$

$454980 \div 124950 = .365$

$= 1 - .365 = .635$

APPENDIX G

TABLE 3

FUNCTIONS FREQUENTLY OR REGULARLY PERFORMED BY SUPERVISORS RESPONDING TO A QUESTIONNAIRE DISTRIBUTED BY THE ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT

Percent	Functions
100	Attending meetings of professional organizations.
97	Discussing educational philosophy or objectives with teachers.
96	Holding group conferences to discuss common problems.
96	Making classroom visits.
95	Holding individual conferences with teachers on problems they propose.
94	Discussing methods with teachers.
89	Working on committees in professional organizations.
88	Evaluating and selecting books for pupil use.
88	Leading teaching groups in formulation and development of a common philosophy of education.
86	Helping teachers organize and develop source or teaching units.
86	Giving suggestions or instructions on how to initiate or carry through an instructional unit.
85	Organizing and working with teacher groups in curriculum-revision programs.
82	Interpreting test data to teachers and helping them to use them for improvement in teaching.
81	Evaluating and selecting books for teachers' libraries.
79	Acting as consultant in local faculty group meetings.
78	Working with curriculum consultants in analysis or development of curriculum program.
73	Speaking to lay organizations.
71	Holding office in professional organizations.
70	Interviewing parents and laymen regarding education matters.
69	Writing or developing curriculum materials.
67	Preparing descriptions of educational philosophy or objectives with teachers.
65	Preparing manuals or bulletins on teaching various subjects.
65	Setting up courses of study, scope, and sequence plans.
65	Developing pupil-accounting systems, such as cumulative record cards.

TABLE 3 continued

Percent	Functions
64	Interviewing prospective teachers, employees.
62	Directing testing programs.
62	Setting up and administering programs to evaluate school practices.
54	Preparing source or teaching units for use of teachers.
53	Organizing and/or directing workshops for local teachers in the area.
47	Previewing films, still films, records, or recordings.
46	Instructing teachers in the use of audio-visual aids.
45	Preparing written reports of classroom visits for the superintendent.
44	Writing articles on education or the activities of the school for newspapers.
42	Administering standard tests.
39	Planning demonstration teaching.
39	Organizing audio-visual materials.
39	Working with a teacher to help her to demonstration teaching.
37	Organizing and/or directing work-type teacher meetings.
36	Distributing audio-visual materials.
30	Organizing and/or directing workshops for teachers on university campuses.
29	Writing for professional journals or magazines.
26	Correcting tests.
14	Writing or collaborating in writing of textbooks.