

SURVEY OF INDUSTRIAL ARTS SUPERVISION
IN SELECTED STATES

by

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A THESIS


submitted to the
OREGON STATE COLLEGE

in partial fulfillment of
the requirements for the
degree of

DOCTOR OF EDUCATION


June 1951

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ACKNOWLEDGMENT

Grateful acknowledgment is hereby given to Professor Riley J. Clinton whose encouragement, assistance, and confidence made this study possible; to Professor George B. Cox for his encouragement and suggestions; to the members of the advisory committee for their helpful suggestions and criticisms; to the many state and local supervisory officers who so enthusiastically helped in this study. Special acknowledgment is given to my wife without whose help and encouragement this study could not have been completed.

ADVANCE BOND

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SURVEY OF INDUSTRIAL ARTS SUPERVISION IN SELECTED STATES

CHAPTER I

INTRODUCTION

Not too many years ago it would have been a relatively simple task to determine the duties and responsibilities of supervisors and the services rendered by them. In its original sense, supervision was usually regarded as synonymous with the selection and inspection of teachers.

Supervision had its beginning in the United States with the "selectmen" whose chief responsibility was the selection of teachers. Cubberley (6, p.55) points out that the early colonists gave considerable attention to the selection of teachers. "The licensing of teachers was carefully looked after in so far as religious faith was concerned, . . . the minister usually examined the candidate thoroughly to see that he was "sound in the faith and knew his Latin. Little else mattered." By 1700, committees of "selectmen" were generally responsible for teacher selection throughout the colonies; the minister was usually a member of the committee.

Gradually the educational programs became more extensive and the duties of these selectmen increased. By 1790, Boston had adopted a regulation authorizing the appointment of a committee of laymen to inspect the schools. Some of the duties of this committee were to ascertain the number of pupils of school age, the average

attendance, the behavior of the pupils, and their proficiency in the three R's. The determination of the pupil's proficiency was one of the main duties of this committee.

As the public schools of the United States grew in number and size, they continued to be subjected to increasing amounts of general supervision by various school committees, boards, and administrative officers. The supervisory authority and duties of these committees and boards gradually came to be vested in an official position, such as "Acting Visitor", "School Clerk", or "Superintendent of Schools".

From the very beginning, wherever schools have been organized with more than one teacher, there has been a tendency to develop a "head", "master", or "principal" teacher with certain overseeing powers and duties. Supervision, however, was not interpreted to be one of their main functions, but instead their offices took on an administrative and clerical character. With the recent growth of supervision there has been a widespread movement to relieve principals from part or all of their teaching and clerical duties, in order that they may devote more of their time to the supervision of instruction. Many school systems have adopted the policy of employing a full or part-time expert to assist the principals with their supervisory duties.

Although the original idea behind supervision was selection and inspection, there gradually developed the concept that supervision should be something more. Writers and educational leaders began to suggest that the main function of the supervisor was to assist the

teacher to do a better job of teaching. Thus was born a new philosophy of supervision - the improvement of the teaching-learning situation. This new point of view assigned to the supervisor not only the responsibility for in-service training of teachers, but also the responsibility for the improvement of instruction in the special fields. Barr (2, p.vi) points this out when he wrote, "Recently the idea has grown up that supervisors should not be mere trainers of teachers, but instructional experts responsible for the general improvement of instruction in their fields of specialization". By general improvement of instruction Barr meant (1) the giving of expert advice upon matters of instruction, (2) the development of new materials, methods, and subject matter of instruction, and (3) the development of the science of classroom instruction.

As the concept of supervision as inspection began to fade, a new concept developed. Educational literature carried numerous articles suggesting that supervision should be "democratic", "co-operative", and "creative". Democratic supervision has as its central idea the respect for the dignity of the individual. It is opposed to the unfettered and irresponsible authority of one individual over another. It believes in and practices the "group process". It encourages the participation of pupils, teachers, parents, supervisors, and administrators in the development of educational policies and procedures. This idea was firmly entrenched in John Dewey's (7, p.217) consciousness when he asked:

What does democracy mean save that the individual is to have

a share in determining the conditions and the aims of his own work and that on the whole, through the free and mutual harmonizing of different individuals, the work of the world is better done than when planned, arranged, and directed by a few, no matter how wise or how good intent that few? How can we justify our belief in the democratic principle elsewhere, and then go back entirely upon it when we come to education?

Related to democratic supervision is cooperative supervision, which stresses the harmonious working together of teachers, principals, and supervisors upon problems of classroom instruction. It encourages the use of the group process and emphasizes the idea of intelligent contributions by all concerned. It is opposed to the establishment of an educational hierarchy which permits the supervisor to dogmatically pass upon the appropriateness and desirability of educational policies, curriculum, and teaching procedures.

Creative supervision is concerned with the constructive expansion and development of the various aspects of supervision. It calls for creative thinking based upon sound principles. Such supervision is active, not passive. It is ongoing, expanding and intensifying. It emphasizes research and experimentation. It provides for self-expression on the part of the pupils, teacher, administrator, and supervisor. Creativeness, cooperation, and democracy form the basis for the modern philosophy of supervision.

About 1870 a number of new subjects including manual training were introduced into the public school curriculum. It is interesting to note that economic pressure and public demand are largely responsible for this enrichment of the curriculum. As America shifted from an agricultural economy to an industrial and commercial

economy, the interest and demand for training for industry developed. The established system of apprenticeship training could no longer, in itself, supply the industrial workers the nation needed. Manufacturers and industrialists could not or would not establish industrial schools of their own. Thus with this background industrial arts in its early form of manual training was introduced into the schools of America.

As neither the principals nor the regular teachers were prepared to administer instruction in these new subjects, it became necessary to place them in the hands of specialists. These subjects became known as "special subjects" and were taught by special teachers under the supervision of an expert. In due course of time these experts were given the official title of "Supervisor" or "Director".

In the early stages of industrial arts, when it was functioning as manual training, these supervisors or directors were concerned primarily with a vocational objective. Later with the increased growth of the industrial arts in the school curriculum and with its expanded philosophy embracing the broad objectives of general education came a new type of supervisor - The Special Industrial Arts Supervisor. Of particular concern to modern industrial arts programs are two types of industrial arts supervisors - State Supervisors of Industrial Arts and Local Supervisors of Industrial Arts. It is with the duties, responsibilities, and services of these two types of supervisors that this study is concerned.

Need for the Study

A few research studies have been conducted by investigators to determine practices and policies of supervisors of industrial arts both on the state and local levels. However, for the most part, these studies have been concerned with problems within limited areas. In 1944, Bubolitz (4) completed a survey of the duties of supervisors of industrial arts in Michigan cities having populations of over 20,000. Dunlop (8) has just recently completed a study of the supervision problems of the State of Washington and recommends the immediate appointment of a State Supervisor of Industrial Arts. In a 1940 article, Fales (10, p.579-586) says, "A State Supervisor of Industrial Arts is needed in every state where Industrial Arts is taught," In one of the few recent articles found dealing specifically with State Supervision of Industrial Arts, Ketcham (18, p.5) summarizes the duties of State Supervisors of Industrial Arts as falling within three major groups, leadership, service, and research. In 1941 Micheels (21) completed a study of State Supervision of Industrial Arts. This study was concerned with definition, evaluation, and comparison of the supervisory policies and procedures of state educational officials who visit industrial arts teachers.

At the time Micheels made his study only two States (New York and New Jersey) had full-time supervisors or consultants for industrial arts. Since 1941 six other States (California, Connecticut, Illinois, Louisiana, Missouri, and Ohio) have established such positions. Some states have part-time persons doing this type of work.

They are usually from the staff of the state division of Trade and Industrial Education; however a few states use members of their general supervisory staff for this function. Three States (Florida, North Carolina, and Oklahoma) have delegated consulting assistance from the heads of industrial arts departments of teacher education institutions within their states.

At the present time only four States (Georgia, Montana, Rhode Island, and Wyoming) do not have special local supervisors of industrial arts. The remaining 44 states have, at least, some supervision of industrial arts by a special officer. The number and services of such supervisors, however, vary greatly within the various states.

Ketcham (18, p.6) observes, "The responsibilities of supervisors of industrial arts will vary from state to state in accordance with administrative organization and the directed or implied duties of the supervisory position." The need for a clearer picture of both state and local supervision of industrial arts is evident. No similar study of the type and scope here reported has been made.

Statement of Problem

The problem of this study is not restricted to a single function, but instead, it has a dual purpose. It is concerned with supervision of industrial arts at two distinct levels; (1) state supervision and (2) local supervision. In broad terms, the objectives of this study are to determine the status of industrial arts supervision on the state and local levels as they relate to the policies and procedures

of the supervisors.

The major objectives of this study as they relate to State Supervision of Industrial Arts are:

1. To establish certain basic policies and procedures upon which successful programs for state supervision of Industrial Arts may be built.
2. To discover the extent to which these basic policies are adopted and procedures practiced by the supervisors generally responsible for the supervision of industrial arts on the state level.
3. To evaluate, in so far as possible, present policies and procedures of these supervisors.
4. To survey, within limitations, the preparation and experiences of the personnel who are generally responsible for the supervision of industrial arts on the state level.

The major objectives of this study as they relate to Local Supervision of Industrial Arts are:

1. To establish certain basic policies and procedures upon which successful programs of local supervision of industrial arts may be built.
2. To discover the extent to which these basic policies are adopted and procedures practiced by local industrial arts supervisors.
3. To evaluate, in so far as possible, present policies and procedures of these supervisors.
4. To survey, within limitations, the preparation and experiences of the local supervisors of industrial arts.

Furthermore, it is intended:

1. To arrive at some conclusions regarding both state and local supervision of industrial arts.
2. To project some direction for future study and development of problems related to the supervision of industrial arts.

Procedure

In a study, such as this, which attempts to determine the status of industrial arts supervision at two distinct levels, it is necessary to develop procedures which will get at the different problems involved and still provide continuity. Obviously, the policies, procedures, and services of local supervisors will not be identical to those of state supervisors; in fact, in many respects, they may differ sharply. Direct contact with and assistance to the classroom teacher in his day-to-day teaching problems is the primary function of the local supervisor. His is the direct responsibility for the immediate improvement of the teaching-learning situation.

With the state supervisor, this is not the case. His position is usually regarded as one of substance rather than procedure. Included in his functions are leadership, service, and research, with the primary emphasis upon leadership and research. Such services as he normally renders to classroom teachers are of a general nature and are primarily directed at an overall up-grading of the profession.

For the purposes of this study, the functions of state supervisors were divided into five main categories: (1) general practices, (2) services to teachers, (3) services to local school administrators, (4) up-grading and projection services, and (5) promotional services. The functions of local supervisors were divided into six main categories: (1) general practices, (2) services to teachers, (3) services to local school administrators, (4) evaluation services, (5) up-grading and projection services, and (6) promotional services.

The procedure used in making this study may be divided into six distinct steps. These include an analysis of literature, correspondence with the Specialist in Industrial Arts of the United States Office of Education, contact with the various state officials generally responsible for the supervision of industrial arts on the state level, by means of a mailed questionnaire, contact with local industrial arts supervisors from selected and representative school systems within the various states by means of a mailed questionnaire, an analysis of the responses of the two groups of supervisors to items included in the questionnaires, and the drawing of conclusions from the analyses.

First. A critical analysis of literature was made in an attempt to establish basic principles and procedures for the supervision of industrial arts on both the state and local levels. However, little material was found relating directly to supervision of industrial arts. Much has been written about the broad field of supervision. The same is true for industrial arts, but the specific subjects of state and local supervision of industrial arts have been much neglected by writers. The formulation of basic principles and procedures was arrived at after diligent search through literature relating to the broad fields of supervision and industrial arts.

Second. The writer corresponded with Dr. John R. Ludington, Specialist in Industrial Arts, of the United States Office of Education. Dr. Ludington provided much help and encouragement in the early stages of this study. In addition, he provided a list of names and

addresses of the personnel within each state responsible for the supervision of industrial arts on the state level. Several states have not specifically designated a member of their staff to supervise industrial arts.

Third. The various state officials generally responsible for state supervision of industrial arts were then sent a form (see Appendix A) which asked for their assistance on two problems: (1) an expression of their willingness to contribute to this study by filling out a questionnaire which was sent them and (2) the selection of from six to twelve representative school districts within their states that have industrial arts supervisors who could be contacted concerning supervision of industrial arts at the local level. Forty-seven states responded to this request and expressed a willingness to cooperate.

The state officials generally responsible for state supervision of industrial arts were then mailed questionnaires (see Appendix B). Forty-eight questionnaires were mailed and 41 were returned. The questionnaire was divided into two main divisions: Part I was concerned with general information such as training and experience. Part II was concerned with policies and procedures of personnel who supervise industrial arts on the state level. Items were listed and the supervisor was asked to express his opinion as to the desirability of the services described in the items; he was also asked to indicate by a Yes or No whether he or a member of his staff provided the service described.

Fourth. The various local supervisors of industrial arts who were selected by the state officials as being supervisors of representative districts were then contacted by means of a mailed questionnaire (see Appendix C). A total of 286 questionnaires was mailed to local supervisors and 216 were returned, of which 191 were useable. This questionnaire was also divided into two main divisions. The plan of this questionnaire corresponds with the one sent to the state officials and described above. However, in detail it differed sharply and contained many more items.

Fifth. A critical analysis of the responses to the questionnaires was made. The responses were recorded on "master" check sheets and the data were then analyzed and interpreted.

Sixth. Conclusions were then drawn from the analysis made and general recommendations and suggestions were formulated.

Location of Study

It was the purpose of the investigation to make this study as representative as possible. But to conduct a representative national study requires considerable planning, particularly when one is dealing with a limited number of local schools. To obtain a representative sampling of local districts, a request was addressed to the state official of the various states to supply a list of representative school districts that have local supervisors of industrial arts. By the use of this method it is believed that the policies and procedures of the supervisors contributing to this study are representative of the policies and procedures in general

practice throughout the nation. An overview of contributing states and districts will be found in Chapter III.

Sources of Data

Materials for this study have been gathered from many sources. All data have been checked for accuracy and reliability.

The following sources of information have been used in this study.

1. Current literature, including books in the fields of supervision, administration and industrial arts; periodical literature; bulletins and reports; unpublished materials; and state and local industrial arts courses of study and resource materials.
2. Correspondence material with national, state and local industrial arts supervisors.
3. Responses to items included in questionnaires sent to supervisors of industrial arts on the state and local levels throughout the United States.

Definition of Terms

Industrial Arts entered the American public school curriculum in its early form of "manual training". In this early form, it was usually included in the curriculum because of its pre-vocational value. Since its introduction, the industrial arts have gone through three major stages of development; "manual training", "manual arts", and "industrial arts". Charles R. Richards (26, p.32-33), as early as 1904, used the term "industrial arts". He suggested that this name be substituted for the term "manual training", because of the development of new concepts concerning this field and the abandoning of the purely disciplinary idea of manual training.

Industrial Arts has been defined in many ways and is commonly thought of as a curriculum area wherein students receive opportunities to participate in manipulative experiences with tools and machinery of an industrial nature. This common concept needs clarification since it does not differentiate between "industrial arts" and "trade and industrial education". These two fields of education, although similar in that they provide experiences with tools, machinery, and the materials of industry, are quite dissimilar in objectives.

Trade and industrial education is a part of vocational education and is concerned with specific occupational training. Industrial arts, on the other hand, is a part of general education and has broader and more general objectives.

Warner (33, p.27) pointed out the broad objectives of industrial arts when he wrote:

The subject of Industrial Arts belongs peculiarly within junior and senior high school areas for such purposes as exploration, guidance, the development of avocational and vocational interests and aptitudes, specific manual abilities, desirable personal-social traits growing out of industrial experiences, ability to choose and use industrial products wisely, all coupled with the aesthetic relationships involved. In general, its purposes are educationally social rather than vocationally economic, although in senior high school it may increasingly emphasize vocational objectives in a non-legal sense, for certain students.

Warner (33, p.27) continues by defining industrial arts as follows:

Industrial arts is one of the Practical Arts, a form of general or non-vocational education, which provides learners with experiences, understandings, and appreciations of materials, tools, processes, products and of the vocational conditions and requirements incident generally to the manufacturing and mechanical industries.

In a 1948 report a committee of the American Vocational Association (28, p.12) had this to say concerning industrial arts.

Industrial-Arts courses are part of general education and do not have a distinctly bread-and-butter justification Instructors in this field aim at broad, rather unspecialized, and often remote values. They consider their subjects and their associations with pupils to be largely informational and inspirational. They do not strive to present all the fields and processes of industry, nor to have pupils attain salable abilities in trade pursuits. They seek merely to sample and to explain the mechanical world to young people in the hope of developing industrial and social intelligence rather than technical efficiency.

In an United States Office of Education publication, (23, p.1) Industrial Arts is defined as follows:

Industrial Arts is a phase of general education that concerns itself with the materials, processes, and products of manufacture, and with the contribution of those engaged in industry. The learnings come through his study of resultant conditions of life. It is a curriculum area rather than a subject or course, being comparable in this respect to the language arts.

These definitions should clearly point out the general objectives of the industrial arts in the secondary school program. Trade and industrial education in the secondary school program, on the other hand, has a very specific objective; that of specific occupational training. Trade training is a specialized and intensive program and vocational in nature.

Federal funds for supervision of vocational subjects are provided through the original Smith-Hughes act of 1917 (24) and through subsequent acts including the Vocational Education Act of 1946 (25). These federal funds provide both state and local supervisory services for vocational subjects, but industrial arts is not federally

reimbursed. Despite this dissimilarity between these two areas of education, the responsibilities for the administration and supervision of industrial arts subjects are often assigned to vocational supervisors. This fact is substantiated by the findings of this study and will be discussed in greater detail in subsequent chapters.



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CHAPTER II

THE SUBSTANCE AND PROCEDURE OF SUPERVISION

Pioneering is an American tradition; this feature is characteristic of the development of this country. To most Americans, "status quo" is not and never has been sacred. Exploring and building the new has always been as important to our way of life as the conservation of the old. Rapid development of our nation's commerce, industry, recreation, and education is adequate proof of this point.

The evolution of supervision is no exception to this pioneering spirit. In Chapter I it was pointed out how supervision has evolved from its earliest form of selection and inspection to the present-day concept of the democratic, cooperative, and creative improvement of the teaching-learning situation. The basic purpose of supervision, the improvement of teaching, should not be construed to mean that the teachers now on the job are inferior. Instead the meaning is more consistent with the pioneering spirit, that of constant search for better substance and better procedure in teaching. Grommon (13, p.300-301) emphasized this point then he wrote:

The so-called "better teacher", whatever that hopeful phrase may mean, is some years away from the average community's schools. Instead of wistfully waiting until the teacher-training institutions can provide enough of these indefinable, better teachers whose work will somehow effect adequate improvement in the teaching of our schools, public school administrators had better continue to do all in their power to help their present staffs of teachers become more effective No matter how superior their preparation, all teachers should receive the most important part of their training on the job.

Present day educational literature is packed with articles concerned with the substance and procedure of supervision. Some of

these articles are general in nature and are devoted to a philosophic and abstract treatment of the subject; while others are quite specific and detailed. It is from this field of literature that the investigator selected and arranged the items, concerning policies and procedures of supervisors of industrial arts, that appear in part II of the questionnaire.

From the survey of literature it soon became apparent that a differentiation must be made between state supervision and local supervision. Although these two fields of service are similar in many ways, they differ both in policy and procedure. Fales (10, p.580) points out this difference by writing: "Local supervisors look to state supervisors for leadership, definition of policies, evaluation and suggestions. The bulk of the state's work does not deal with the detail of local supervision, although it overlaps in many respects". Fales (10, p.581) illustrates the differences in these two types of supervision in the following table.

STATE AND LOCAL SUPERVISORY FUNCTIONS

<u>Administrative Function</u>	<u>Local</u>	<u>State</u>
Budgets	Formulate	Occassional Consultation
Departmental Expansion	Necessary	Necessary
Employment of Teachers	Customary	Occassional Advice
Publicity	Very desirable	Infrequent
Pupils' Schedules	Necessary	Necessary
Office Routine	Necessary	Necessary
Policy Formation	Local only	State & Local
Records and Reports	Responsible	Advisory only
Supplies and Equipment	Responsible	Advisory only
Teacher Schedule and Assignment	Responsible	Advisory only
Courses of Study	Formulate	Organize State Approve Local
Inspection of Teaching	Necessary	Frequent
<u>Supervisory Function</u>	<u>Local</u>	<u>State</u>
Rating Teachers	Necessary	Frequent
Records	Desirable	Necessary
Professional Relations	Local	State and Local
Organization of State Conferences	As Speakers mostly	Directions and Organization
Professional Improvement of Teachers	Local Advisory	State and Local Advisory
Pupil Guidance	Constant	Never
Surveys	Never	Frequent
New Departments (develop)	Seldom	Frequent
State Policies (organization)	Advisory	Constant
Teacher Education (cooperate with teacher's colleges)	Desirable	Constant

In an article published in 1940 concerning state departments' supervision of secondary schools, Jessen (15, p.107) observes that: "The three chief functions of state supervision are accrediting, curriculum revision, and improvement of instruction First and foremost of the numerous activities of state supervisors is

visits to schools (especially important in connection with the function of accrediting)."

In a general summary of her study of supervision of instruction as a function of state education departments, Cook (5, p.145-150) makes the following points.

1. Instructional supervision is a well-established function of state departments throughout the country.
2. All states assume some (most of them significant) responsibilities in leadership.
3. Staff members assigned to instructional supervision have been increasing in number.
4. The supervisory procedures followed are based on accepted professional standards, including the promotion of newer teaching practices.
5. Objectives as well as the supervisory procedures are notably similar for the different states.
6. Progress is toward equitability in the quality of instruction offered within those states organized for supervision on what may be characterized as the state-local plan.
7. There is a promising trend toward state staff organization to secure coordination of functions to provide unified services in the instructional field.
8. There is an expansion of cooperative relationships between state departments of education and other state governmental agencies.
9. Inspectional functions have changed into leadership and promotional activities.

It should be noted that Cook's study was concerned with the general policies of supervision as a function of state departments of education; it did not deal with special subject supervision, i.e. industrial arts supervision. Today, some ten years after Cook published her study, this investigator found only eight states with special industrial arts supervisors. However, many other states provide for state supervision of industrial arts through trade and industrial supervisors or general supervisors.

Since the specific supervisory policies and services of industrial arts supervisors throughout the country vary so greatly, it would be a large task indeed to formulate, from the literature surveyed, a statement of the aims and procedures of state and local supervisors of industrial arts. However, in differentiating between state and local supervision, the chief functions of state supervisors seems to be in the areas of leadership, research and broad services to teachers and local administrators. The functions of local supervisors are much more specific and detailed with a major emphasis upon day-to-day contact with classroom teachers for the specific purpose of direct aid and service.

Supervisory services generally stem from the needs of education; this is true at both the state and local levels. Stoops (29, p.31) summarizes these needs into five general classifications: "(1) need for teacher growth in service, (2) need for curricular readaptation, (3) need for enriched instructional material, (4) need for appropriate and adequate physical conditions that surround learning, and (5) need for adequate and appropriate supplies and equipment."

Once these needs are established and accepted, it is then the problem of the administrators, the supervisory staff and teachers to determine what policies concerning supervision shall be established and what procedures shall be used to carry those policies into action. The success of a supervisory program depends to a great degree upon the attitude of the teacher concerning the program and the supervisor. Teachers need to feel that the program is of real service to them

rather than just another administrative check. Graybeal (12, p.179) emphasized this point then he wrote: "Supervision is at its highest and best when it frees teachers from emotionalized habits of fear, anxiety, hate, and insecurity - when it encourages them to create, implement, and experiment in new areas, ideas, and methods." In a further development of this same thesis, Johnson (16, p.48) prepared a list of suggested items for supervisors. These items were prepared from opinions of teachers under the title of:

If I Were A Supervisor

1. I would seek to win the confidence of those under my supervision.
2. I would strive to understand and interpret the curriculum more fully, its background and its general and specific aims.
3. I would construct brief analytical bibliographies and reviews of recent articles and books which would aid my teachers.
4. I would encourage professional improvement of teachers.
5. I would measure periodically the effectiveness of my supervision.
6. I would make supervision an unquestionable teaching aid, thereby motivating teacher appreciation and cooperation.
7. I would replenish and refresh my knowledge of methods of teaching the subjects included in my curriculum.
8. I would familiarize myself with new technics, devices and methods of improvement.
9. I would attempt to coordinate school, home and civic organizations.
10. I would strive for a spirit of congeniality, consideration and fairness.
11. I would find out just what is expected of me by the superintendent in order to prevent friction among principals, teachers and special teachers.
12. I would remember that supervision is a cooperative undertaking.
13. I would study the child with his teacher and together we would try to understand him and help him grow and to develop to his utmost capacity.

In a study reported by Bail (1, p.716) the author found that:

"Teachers desire most frequently supervision which provides constructive criticism, new techniques and methods, demonstration teaching, and suggested materials and equipment." Miller (22, p.367) presents the following data concerning supervisory policy and procedure from a comparative study made of teacher opinion.

Supervisory-Superintendent Relationship

	1936	1942
1. Supervisor should make reports involving teaching efficiency to the administrator.	89	80
2. Supervisor should not make reports.	15	10
3. Teacher attitude toward supervisor would be the same in either case.	28	17
4. Teacher attitude would not be the same.	46	50

Supervisory Schedule

	1936	1942
1. Supervisor should follow an announced schedule.	31	34
2. Supervisor should follow an unannounced schedule.	73	67
3. Supervisor should come only at the call of the teacher	7	3

Much has been written concerning supervisory policy and procedure. It occurs in literature under various titles such as policies of supervisors, procedures in supervision, general responsibilities of supervisors, functions of supervision, and supervisory services. To anyone who surveys the literature, it becomes apparent that it is a very broad field of service. Swearinger (30, pp.148-150) in emphasizing the broadness of the field declares:

Experience has shown that the work of the supervisor usually deals with several large categories . . . for the purpose of description the following headings are of value: (1) Improvement of the Curriculum, (2) Improvement of teaching

personnel, (3) Improvement of the teaching-learning situation, (4) Improvement of the resources and materials of instruction, and (5) Improvement of instruction through performance of auxiliary functions.

According to Bartky (3, p.242) supervision is a highly personalized service and operates in many areas. He believes that the supervisor functions in the following ways:

1. He provides a curriculum or assists the teacher to build his own.
2. He suggests methods or encourages the teacher to develop his own.
3. He encourages the teacher to learn about children.
4. He tells the teacher about parents and public.
5. He cares for the teacher's mental health in order that he may carry on effectively and enthusiastically.

Supervision is often referred to as containing many of the elements of a good guidance program; that is, providing as much of the essential information and aid as will be of service to the teachers and still permit them to arrive at decisions and solutions in their own way. According to Flinder (11, p.32):

The wise supervisor generally gives his teachers enough guidance to enable them to solve their specific problems, but he is ready at any time to suggest a helpful device or method to save a situation. In addition the school supervisor accepts the responsibility of serving as a community leader by organizing parents' clubs and community councils, by belonging to business men's clubs, by attending and speaking at budget hearings and by helping to coordinate the work of social agencies serving the community. It is his duty to establish publicity channels so that the good work of the school can be made known, interpreted and recognized.

In searching the literature for specific functions and activities of supervisors, much information was discovered. A study reported by Micheels (21) lists 152 items as functions of state personnel responsible for supervision of industrial arts on the state level. Some

duplication, however, occurred in this list. In a study of job analysis of supervision by Valentine (31. p.281), the author arranged the activities listed by ten experienced supervisors and evaluated by 98 teachers in the following table.

Items Listed by Supervisors	Number of Teachers Rating Each Item Important
1. Hold office hours for teachers seeking help.	89
2. Give classroom demonstration when requested	89
3. Hold Instructional group meetings with new teachers.	84
4. Plan with new teachers individually . . .	83
5. Advise and assist in the collection of instructional materials.	82
6. Help teachers with broad suggestive recommendations.	81
7. Hold friendly personal conferences with teacher following visit.	81
8. Hold frequent instructional group conferences	70
9. Send out mimeographed lesson helps	67
10. Encourages teachers to invite supervisors to classrooms.	67
11. Send out mimeographed suggestions for reading and self-help	67
12. Give pre-arranged model lessons at teachers' meetings	66
13. Inspect and make recommendations concerning physical equipment	64
14. Direct classification and instruction to meet individual needs.	63
15. Give spontaneous demonstrations during classroom visits	62
16. Use invited speakers for inspirational meetings.	61
17. Conduct experiments with textbook and methods.	61
18. Make silent, friendly classroom visits.	61
19. Train and direct teachers in consistent use of texts.	60

Items Listed by Supervisors	Number of Teachers Rating Each Item Important
20. Conduct demonstrations by successful teachers.	58
21. Conduct formal exhibitions of completed work.	55
22. Organize teacher committees for curriculum studies.	55
23. Familiarize self with a room condition before visiting it.	53
24. Conduct cooperative study and discussion groups	52
25. Exhibit examples of good classroom work.	51
26. Make a careful study of each teacher.	46
27. Rate teachers for promotion and advancement	45
28. Approve tests and testing program of teachers.	45
29. Encourages and makes recommendations concerning improvement in summer.	44
30. Familiarize self with the teacher's community interests and activities.	41
31. Furnish Teacher with typed report of the supervisory conference	37
32. Personally administer the testing program	35
33. Direct home reading courses	31
34. Organize, in detail, material and procedures for each teacher	24
35. Make suggestions during observed lesson.	21
36. Takes notes during observed lesson.	14

Most authorities agree that among the many activities of local supervisors none is more important than the frequent visit to the classroom by the supervisor. Several investigations indicate that the amount of time devoted to supervisory visits in the classroom exceeds that devoted to any other single supervisory function.

Grommon (13, p.301) declares, "Among the several aspects of in-service training, one of the most effective is a continuing program of

cooperatively planned and implemented classroom visiting. Unfortunately, many experienced teachers still consider their classroom a private impregnable domain."

Classroom visits generally fall into one of three main classifications: (1) announced visit, (2) unannounced visit, and (3) visitation on call. None of these three types has general acceptance as being "best"; all seem to have strengths and weaknesses. Harmon (14, p.39) in supporting the announced visit has this to say: "The announced visit provides a definite basis for the observation and eliminates the element of surprise." Others oppose this type maintaining that it forces the teacher to develop special lessons for the days that the supervisor comes to observe, and that the supervisor never sees the class in action under normal conditions. The announced visit has the added advantage, however, of permitting the supervisor to more adequately plan his schedule.

The unannounced visit is believed by some to be the ideal method of conducting observation. This type of visit is particularly effective when the supervisor has the full cooperation of the teachers and administrators and is regarded by them as a co-worker.

The third type of visit, visitation on call, has the support of many writers. This method usually insures full cooperation by the teacher requesting the visit. The chief weakness of this method is that a few teachers could monopolize all of the supervisor's time.

In the light of the arguments for and against these three methods of conducting visits, the best system would probably be one which

combines all three techniques.

The details of supervisory observation is also discussed in considerable detail in current literature. What the supervisor should look for, how he should evaluate and how he should record his observations are important factors and will be considered at this time. In illustrating the degree to which the supervisor should observe, Gromman (13, p.305) writes:

While observing the class and the teacher, the supervisor should be aware of the teacher's classroom personality, voice, enthusiasm, sincerity, interest in boys and girls, awareness of individual differences, tactfulness and consideration in handling individuals and the group, application of his knowledge of the laws of learning, skill in teaching, knowledge of subject-matter, and, in general, his rapport with the class.

In an analysis of high school supervisory notes, Shannon (27, pp. 12-13) listed the suggestions and criticisms which appeared most frequently in the notes of supervisors. A partial list of these items is given in the following tables to illustrate the wide range of items of concern to the supervisor.

Items Listed in Notes	Frequency of Suggestions and Criticisms	
	Positive	Negative
Questioning.	114	535
Lesson Planning.	119	339
Making Assignments	169	195
Discipline and Classroom Management.	45	179
Teacher's Knowledge of Subject	17	176
Special Techniques of Teaching	53	121
Complete Mastery of Subject by Class	26	117
Drill.	64	74
Testing.	66	55
Making Pupils Work	23	101
Attention to Individual Differences.	22	92
Economy of Time.	28	84
Aims and Choice of Subject Matter.	26	83
Results.	83	23
Use of Blackboard by Teacher	33	57
Reviews.	44	36
Attention to Pupil's English	10	69
Developing Independence of Pupils.	10	61
Housekeeping	3	55

Items About Teacher's Traits	Frequency of Suggestions and Criticism	
	Positive	Negative
Attention to Own English.	4	196
Stimulative Power	123	63
Voice	81	103
Alertness	30	148
Self-Control.	90	85
Enthusiasm	15	55
Resourcefulness.	27	29
Self-Confidence	7	40
Accuracy.	8	36
Power of Expression	4	40
Sympathy.	28	15

The keeping of records is another supervisory problem which has not been completely agreed upon by the experts. The taking of notes by a supervisor while observing a teacher and his class would tend to make even the most stout-hearted individual somewhat self-conscious. On the other hand, it seems highly desirable to have specific items

to look for and record. Conferences which follow observations are more generally successful and serviceable if records of observations are kept and organized well. To reconcile the difference of opinion, some authorities maintain that the best method for handling this problem is to keep records but not to fill out records while in the classroom, but instead to fill them out at the earliest opportunity after the visitation is complete. Many writers hold that standard forms or check lists should be used; others believe that informal notes are of greater value. A progressive supervisor should be able to develop a form which would include the good points of both systems. To illustrate the differences of opinion concerning records, Harmon (14, p.40) writes:

Wide variation exists in the keeping of records of classroom visits. Some supervisory officers do not keep visitation records as a general policy; while others prepare comprehensive written reports in triplicate, submitting one to the teacher, one to the administrative school officer and filing a third for use in conferences and other references.

For the purposes of establishing rapport between the teacher and the supervisor, two factors of supervisory technique are rather generally agreed upon. The first of these factors is the establishment of a friendly and cooperative basis for the conference which is to follow the observation. Kyte (20, p.160) has this to say concerning professional courtesies: "He (supervisor) should leave the classroom at a change in periods, recess, or any other time that he can do so quietly and quickly. If the opportunity arises as he leaves to make a favorable commendation to the teacher, the supervisor will thus take a good first step." His briefly stated approval of the good features

of the lesson can lead to making arrangements for a time and place for holding a conference about the lesson observed.

The second factor in establishing rapport has to do with the availability of the records. It is generally accepted that the records should be filed and available to each teacher. However, teachers should not be permitted to see the records of their associates. By making the records available to the teacher, much of the secrecy and dangers and fears of intrigue are avoided.

Rating of teachers, for whatever purpose, is regarded by most writers as not a proper function of supervisors. Ratings, they, maintain, destroy rapport, and if supervision is to function a true and felt-spirit of cooperation must exist between teacher and supervisor. Dunn (9, p.161), Teachers College, Columbia University declares that "teacher-rating" is still an issue in some schools and is a regular practice of many supervisors. She maintains that as a supervisory technique it is wholly without merit, pointing out that it is a barrier to growth and understanding.

If the supervisor's contact with the teachers are to be successful, the teacher must feel that a real service is being rendered by the supervisor; teachers want real and direct assistance in many ways. Almost universally teachers declare that the supervisor should provide up-to-date instructional material and aids. Among the items listed by teachers as services they expect supervisors to provide are: lists of current literature, plans and descriptions of projects, descriptions of effective teaching procedures and instructional aids,

news letters, and information about exhibits. Most writers agree that the distribution of such material is a part of the supervisory program. According to Johnson (17, p.44):

The distribution of any material that has for its aim the improvement of teaching may be considered properly a supervisory service . . . services to the instructional staff may be classified as (1) handbooks for instruction; (2) a digest handbook of professional literature; (3) courses of study and other curriculum materials; (4) booklets of teaching devices; (5) handbooks in special fields; (6) special supplementary bulletins; and (7) tests.

The services to the teacher do not stop with the supplying of instructional materials; the supervisor must stand ready in hundreds of ways to assist. Teachers often want help in formulating objectives and methods; they ask for assistance with curricular problems; they want help with supplies and equipment. There seems to be no end to their needs. The successful supervisor must be a resourceful individual indeed. Kirtland (19, p.268) in calling attention to the extent to which a supervisor must be prepared points out that: "Included among the supervisor's responsibilities is the job of knowing many materials and being ready and able to stimulate teachers to select and use these materials effectively."

Not only must the supervisor enjoy the cooperation of the teacher, but he must also establish a bond of friendship and cooperation with local school administrators. In dealing with local school administrators, the supervisor's job becomes more administrative and less supervisory in nature. The degree of success of the supervisor's job depends to a very great extent upon the kind of support he receives

from school officials. In obtaining the support of these officials, the supervisor must take every step in extending the professional courtesies and services. These courtesies and services include calling on the administrator before visiting the teacher, holding conferences with the administrator, assisting in adapting courses to the needs of the students and the facilities of the school, and assisting in coordinating the various subject areas.

Other services that the supervisor performs which tend to be administrative in nature are the promotional and up-grading services. These services are far less standardized than are the direct services to the teachers and administrators, but they are considered very important. Some writers hold that the services rendered in this area make the greatest total contribution to the improvement teaching even though the results may not be immediately felt. These are the long-term services aimed at influencing the public as well as the teachers. Although there is no standard agreement as to the kinds of services that fall in this grouping, the following are illustrative: Promoting teachers' associations, encouraging selected schools and teachers to introduce experimental procedures, encouraging professional growth through attendance of summer schools, conferences, and institutes, encouraging teachers to conduct needed research, working closely with teacher-education institutions, speaking before various organizations, writing articles for local, state, and national publications, and arranging for displays and exhibits.

From the wide range of items that the writers include as

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functions of the supervisor, it seems fair to conclude that no one supervisor could perform all of these services except over a very long period of time. It is the task of the supervisor to survey his problem and determine the greatest needs. In a study by Von Eschen (32,p. 156) the author concludes that: "The supervisory program is most effective in those areas in which the program is most concentrated, and therefore, to get maximum results supervision should be centered upon a particular area which it desires to improve." The supervisor should develop a long-term as well as an immediate plan - and all of this with the cooperation and assistance of the administrative school officials and the teachers.

CHAPTER III

INVESTIGATION AND FINDINGS

Approaches to The Study

In a study such as the one here presented, the most ideal method of gathering data would be through the direct person to person contact with the subjects. However, such a procedure on a nation wide basis, in a comprehensive study of this kind, is not practical. It was, therefore decided to use procedures which were practical and would provide the necessary information. The most practical approach to this problem seemed to be through the use of the questionnaire. What should be contained in the questionnaire was determined through a comprehensive review of literature.

School officials in all forty-eight states were contacted and asked to participate in this study. Officials in all but one state responded to this request and expressed a willingness to cooperate. Some of these, however, expressed doubt concerning any contribution that they might make since their states did not provide supervisory services for industrial arts. All state officials, including the one that did not respond to the earlier request, were sent questionnaires. Forty-one of these were returned. Seven states, Arizona, Colorado, Georgia, Montana, New Mexico, Texas, and Wisconsin did not contribute to this study on the state level, but some of these states did contribute on the local level.

The questionnaire mailed to state officials was divided into

two main divisions: Part I was concerned with the general training and experiences of state officers responsible for the supervision of industrial arts on the state level. Part II was concerned with the policies and procedures of these supervisory officers. The items listed in Part II of the state questionnaire were arranged into five main categories: (1) general practices, (2) services to teachers, (3) services to local school administrators, (4) up-grading and projection services, and (5) promotional services. The state officers were asked to express their opinions concerning the desirability of 41 separate items listed in the above five categories. They were also asked to indicate by a Yes or No whether they or a member of their staffs actually provided the services described in each of the 41 items.

The local supervisors of industrial arts who were selected by the state officials as being supervisors of representative school districts were also contacted through the use of a questionnaire. The questionnaire used at the local level was considerably longer and more detailed than the one sent to state officers. This difference is due to the essential nature of the two types of supervision. This questionnaire was also divided into two main divisions. The general plan of this questionnaire corresponds to the one sent to the state officials. Part II of the local questionnaire contained 98 different items that the local supervisors were asked to react to. These 98 items were arranged under six main categories: (1) general practices, (2) services to teachers, (3) services to local schools, (4)

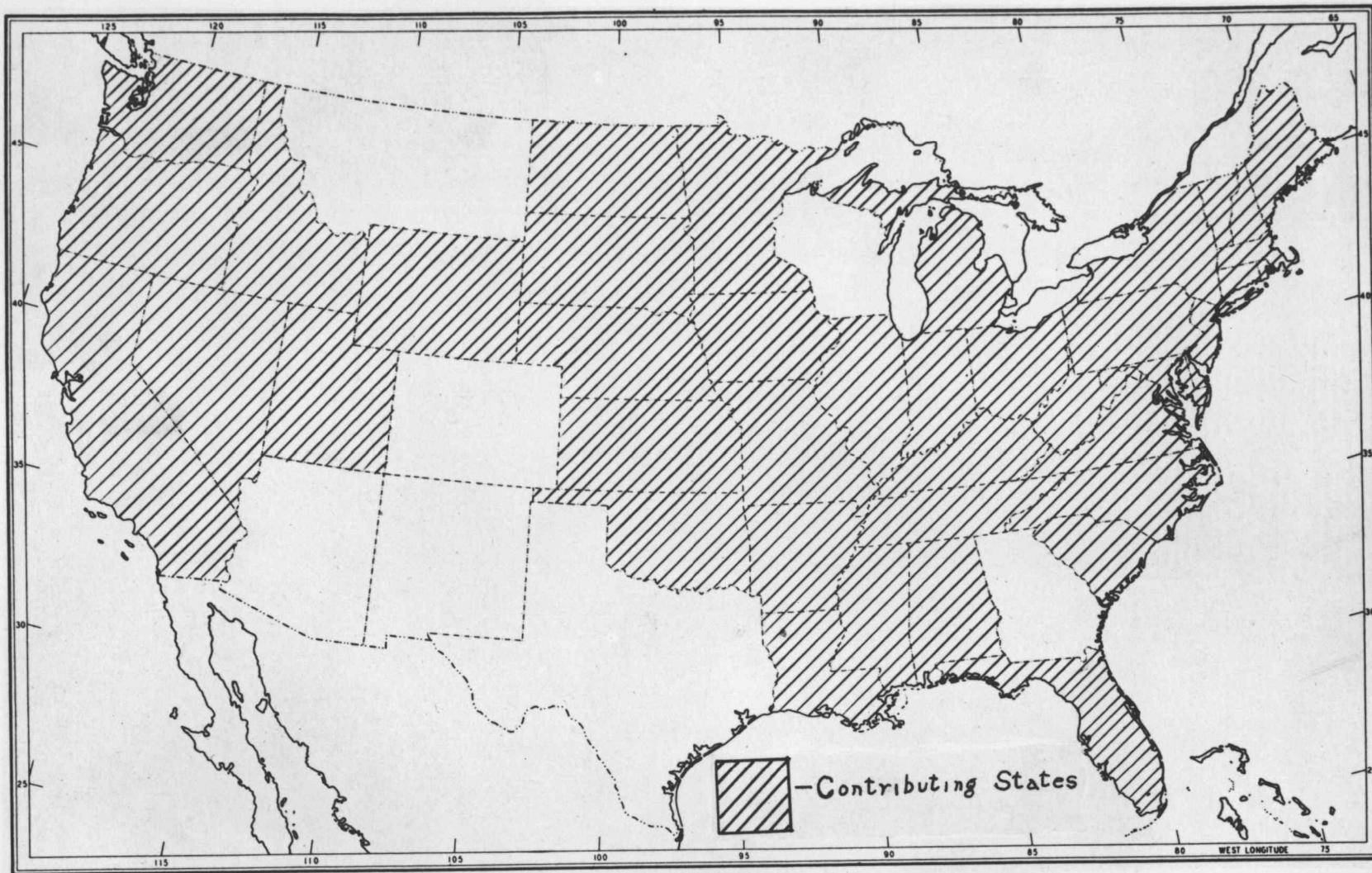
evaluation services, (5) up-grading and projection services, and (6) promotional services.

The remainder of this chapter will be devoted to the presentation of the findings of this study.

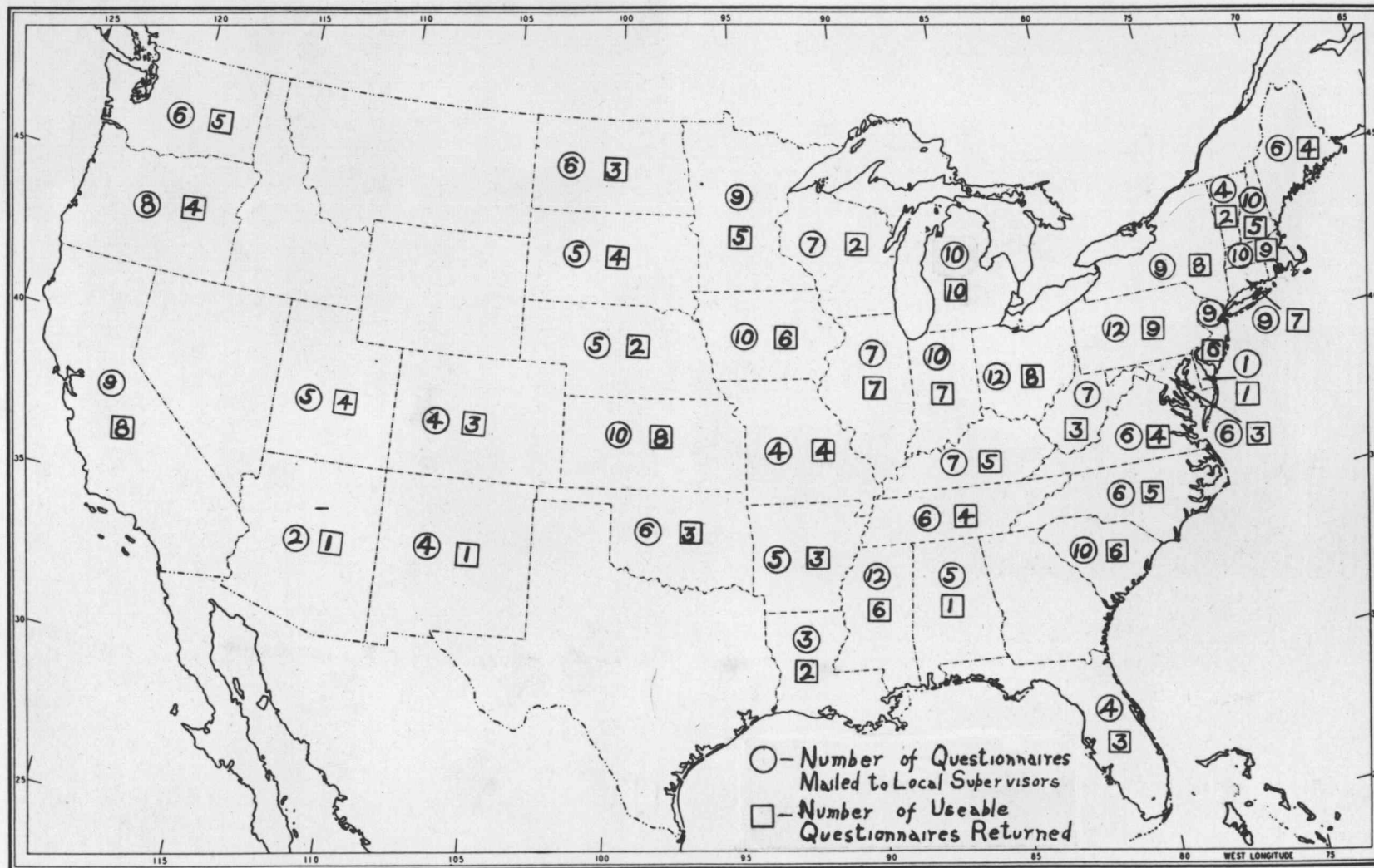


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Map 1 - States Contributing to The Study as It Relates to State Supervision



Map 2 - Local School Systems Contributing to The Study as It Relates to Local Supervision

General Training and Experience of State Officers Responsible for the Supervision of Industrial Arts on the State Level

State personnel responsible for the supervision of industrial arts on the state level differ greatly in many respects. They differ in education, in teaching and work experiences, in length of service, and in location of responsibilities. This section of the study is devoted to the general training, experiences and status of these state officials.

Official Title

At the present time only eight of the 48 states have officially designated state industrial arts supervisors. These states are California, Connecticut, Illinois, Louisiana, Missouri, New Jersey, New York, and Ohio. Four states, Florida, Kentucky, North Carolina, and Oklahoma have special industrial arts consultants who serve on a limited basis and in an advisory capacity only. In each case these special consultants are also associated with one of the institutions of higher education within the respective states. Many of the other states provide for supervision of industrial arts in some form and degree. However, in these states the responsibility for state industrial arts supervision is assigned to the division of general education or to the division of vocational education.

Table I lists the official titles by which the various state officers generally responsible for the state supervision of industrial arts are designated. These official titles are highly

significant relative to the location of the responsibility for state supervision of industrial arts. Eight of the 41 states have full-time industrial arts supervisors; four states have special advisory consultants; 20 have assigned this responsibility to the division of vocational education (in all but two cases directly under trade and industrial education); and nine states have assigned this responsibility to the division of general education.

TABLE I

Official Titles of State Personnel Responsible for the
Supervision of Industrial Arts on the State Level

Official Title	Frequency
State Supervisor of Industrial Arts	4
State Supervisor of Industrial Education.	2
Chief: Bureau of Industrial Arts Education	1
State Consultant in Industrial Arts	1
Special State Consultant in Industrial Arts (advisory only).	4
State Supervisor of Trade and Industrial Education	13
State Director of Trade and Industrial Education	2
Chief: Trade and Industrial Education.	2
Assistant State Supervisor of Trade and Industrial Education.	1
State Director of Vocational Education.	2
State Supervisor of Secondary Education	2
State Director of Secondary Education	2
State Supervisor of Instruction	1
Assistant State Supervisor in Charge of Secondary Schools	2
Regional Supervisor of General Education.	1

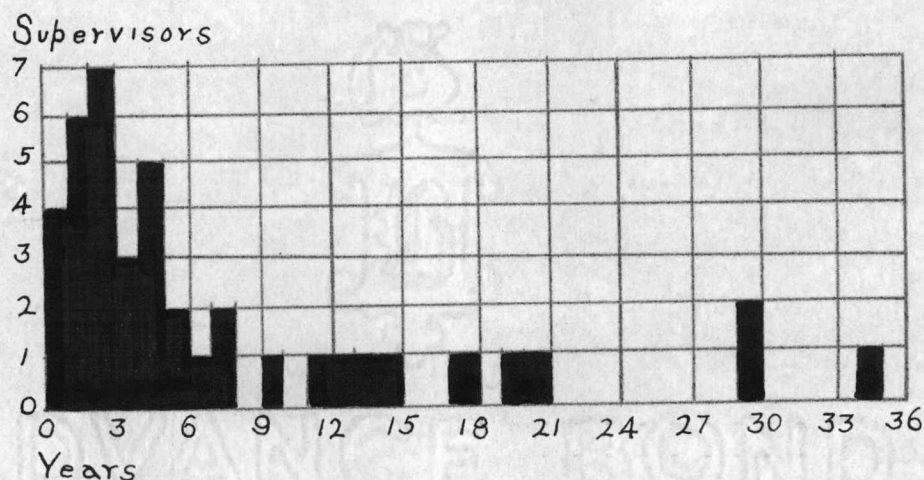
Number of Years In Present Position

A wide difference exists among the state officials concerning the number of years they have served in their present positions.

Chart 1 shows graphically the number of years spent by state supervisory officers in their present positions.

CHART 1

Years of Experience in Present State Supervisory Position



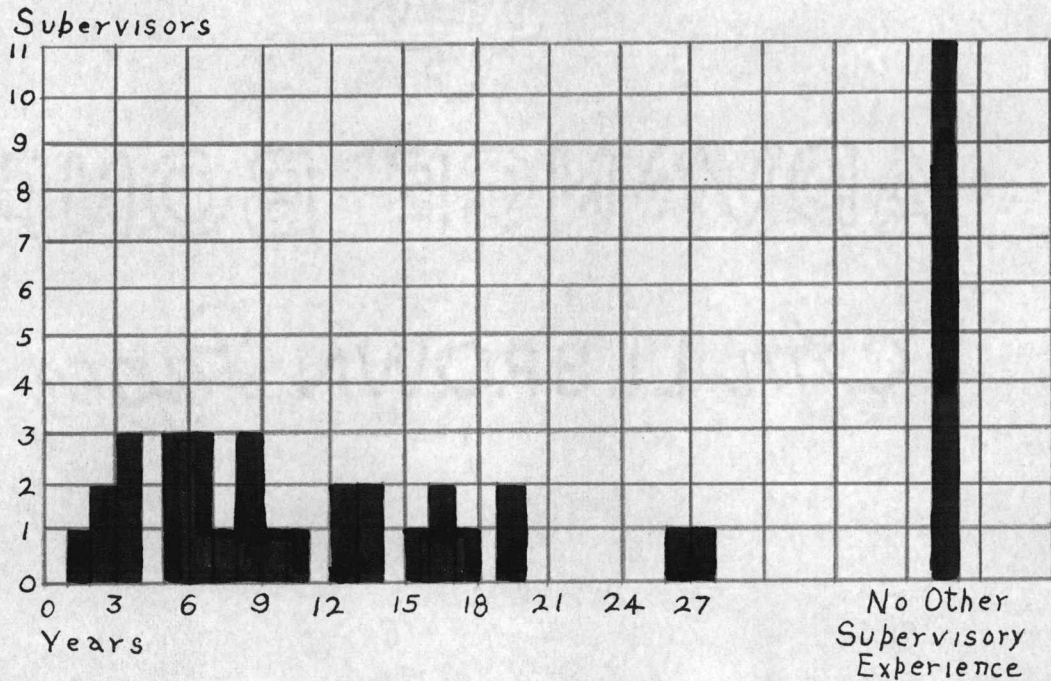
The range in years of service of state supervisory officials is from one year to 35 years, with a median of approximately four years. An examination of Chart 1 reveals that 60 per cent of the state officials have held their present positions five or less years.

Number of Years in Other Supervisory Positions

Previous experience in other supervisory positions seems to be an important factor in the selection of state supervisory officers. Chart 2 shows graphically the number of years spent by state supervisory officers in other supervisory positions.

CHART 2

Years of Experience in Other Supervisory Positions



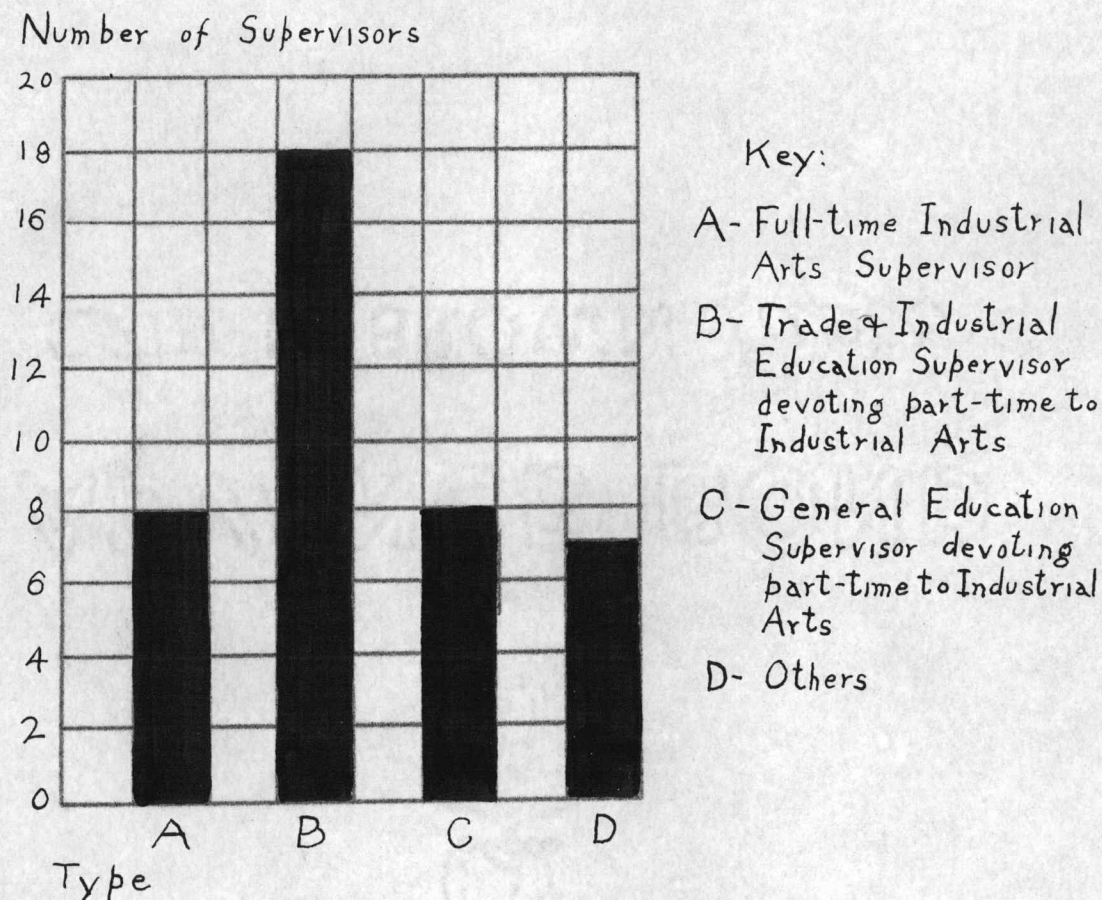
Sometime in their careers, approximately two-thirds of the state supervisors have held other supervisory positions. Eleven indicated that they had no such previous experience. The range of such experience runs from two years to 28 years, with approximately nine years as the median. Not all of the supervisory experience was gained in education. Several officials indicated that some of their experiences were gained through supervisory positions in industry and business.

Type of Supervisor

Since titles are often misleading, the state officers were asked to indicate whether they are a full-time industrial arts supervisor, a trade and industrial education supervisor, a general education supervisor, or an other classification of supervisor. Chart 3 shows the arrangement of supervisors according to type and location.

CHART 3

Type of Supervisor



The most frequent location of state level industrial arts supervision is within the division of trade and industrial education; 18 of the 41 supervisors are of this type. Only eight of the 41 are full-time industrial arts supervisors, and eight others are general education supervisors who devote only a part of their time to industrial arts supervision. Seven state officers listed their activities as a special type and are recorded on Chart 3 in the D column. Four of these seven serve as special consultants on a limited basis; two are state directors of vocational education; and one is a state director of research.

Percentage of Time Devoted to Industrial Arts Supervision

Considerable difference exists in the amount of time the various state officers devote to industrial arts supervision; this difference is shown in Table II.

TABLE II

Percentage of Time Devoted to Industrial Arts Supervision

Percentage	Number of Supervisors
91-100	6
81-90	2
71-80	1
61-70	0
51-60	1
41-50	1
31-40	2
21-30	2
11-20	4
1-10	22

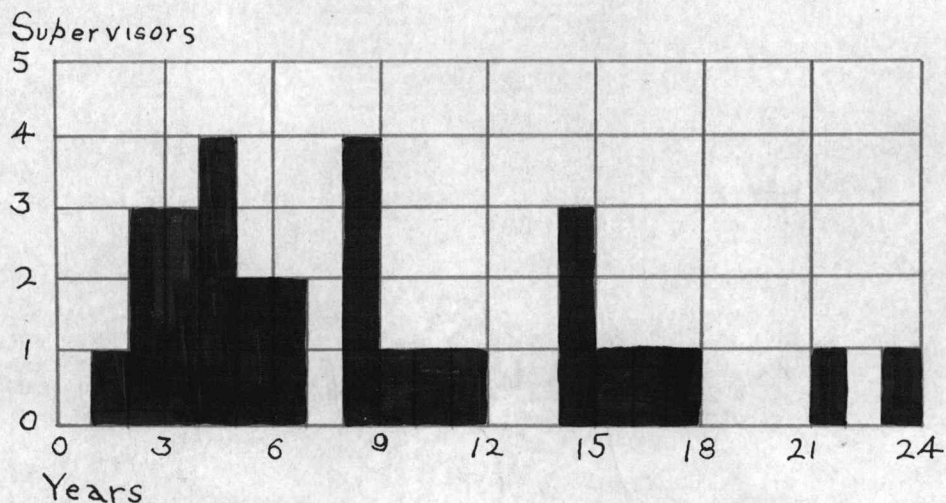
An examination of Table II clearly indicates that over 50 per cent of the state personnel responsible for the supervision of industrial arts devote 10 per cent or less of their time to this service. Within the group of state officers who spend 10 per cent or less of their time in industrial arts supervision are the eight supervisors of the "general education type", seven of the 18 supervisors of the "trade and industrial education type" and the seven "special type" supervisors listed in Chart 3. The six who devote 100 per cent of their time to industrial arts are the full-time industrial arts supervisors by title. One of the full-time industrial arts supervisors devotes 90 per cent of his time to industrial arts supervision and the other indicated that 75 per cent of his time is devoted to this service. Apparently two of the state officials, who are titled full-time industrial arts supervisors, have other responsibilities which require a small percentage of their time.

Number of Years of Industrial Arts Teaching Experience

Industrial arts teaching experience appears to be an important factor in the selection of the personnel who supervise industrial arts on the state level. Thirty of the 41 have had industrial arts teaching experience on the secondary level (junior and senior high school), and 15 have had similar experience on the college level. Charts 4 and 5 show graphically the range and extent of experience on these two levels.

CHART 4

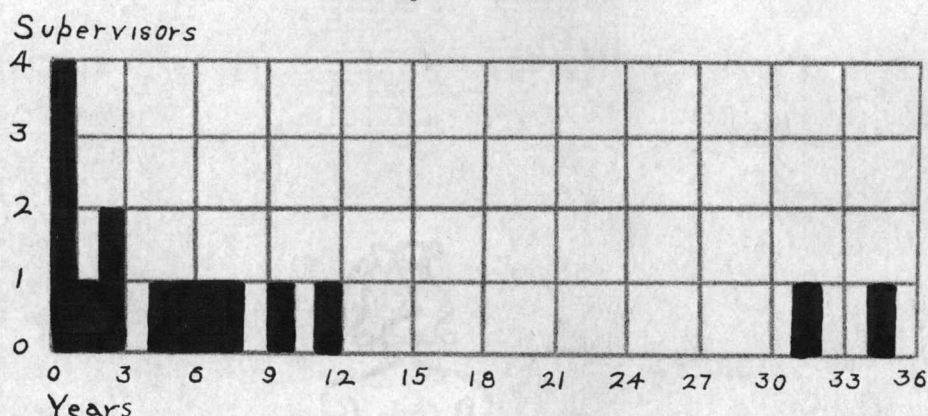
Secondary School Industrial Arts Teaching Experience



The range of secondary school industrial arts teaching experience is two years to 24 years with a median of seven years. Eighteen of the supervisors have had both junior and senior high school teaching experience; one has had junior high school experience only; and 10 have had senior high school experience but no junior high school experience. One supervisor listed five years teaching experience in the C.C.C. as his only industrial arts teaching experience.

CHART 5

College Industrial Arts Teaching Experience



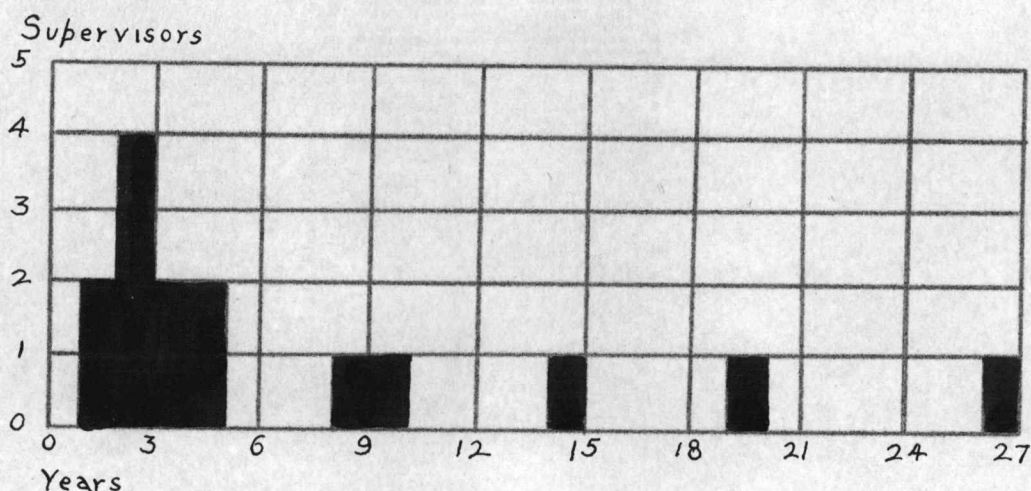
For the 15 state officers who have had college industrial arts teaching experience the range is one year to 35 years with the median approximately three years. The two officers with over 30 years of such experience are of the "special type" shown on Chart 3 in column D. These two men serve only on a limited basis.

Number of Years Experience Teaching Trade and Industrial Education

In addition to their industrial arts teaching, 15 state officers indicated that they had teaching experience in trade and industrial subjects. In Chart 6 is shown the number who have had such service and the extent in terms of years.

CHART 6

Trade and Industrial Education Teaching Experience



Ten of the 15 supervisors with trade teaching experience have devoted five or less years to this work. The range for the 15 is two to 27, with four years as the approximate median. Each supervisor claiming trade teaching experience has also had experience teaching industrial arts on the secondary level.

Highest Degree Held

Academic degrees held by the various state officers seem to be a very important factor in their selection. In Table III is shown the distribution of degrees held by 37 of the 41 state officers. The degrees fall into four groups; the doctorate, the masters, the bachelors, and the group with no degrees.

TABLE III

Highest Degree Held by State Officers

Degree	Frequency	Percentage
Doctorate	6	15
Masters	28	68
Bachelors	3	7
Not Specified	4	10

Twenty-eight or 68 per cent of the state officers fall in the master's group; six or 15 per cent have the doctor's degree; three or seven per cent have the bachelor's degree and four or 10 per cent have specified no degree. Three of the officials holding doctor's degrees are the "special type" consultants who are also associated with institutions of higher education; one is a full-time industrial arts supervisor; one is a general education supervisor and one is a state director of trade and industrial education.

The trend in academic degrees seems to be upward, with the demand for the masters or higher.

Major and Minors

Since the title of the degree tells very little about academic preparation, the supervisors were also asked to indicate their major and minors. Tables IV, V, and VI show the undergraduate and the graduate majors for the various degree work.

TABLE IV
Bachelor Degree Majors

Major	Frequency
Industrial Arts	19
Education	3
Science	2
History	2
Agriculture	1
Biology	1
Chemistry	1
Engineering	1
English	1
Physical Education	1
Not specified	9

Nineteen or almost 50 per cent have undergraduate majors in industrial arts. Five of those who indicated they hold the baccalaureate degree did not specify a major; the other four of the non-specified group were those who indicated no degree as shown in Table III.

TABLE V
Master Degree Majors

Major	Frequency
Industrial Education	16
Education	10
Physical Science	2
Agriculture	1
Not Specified	5

Of the 34 who indicated they held a master's degree or higher, 16 or almost 50 per cent majored in industrial education; another 30 per cent majored in education.

TABLE VI
Doctor Degree Majors

<u>Major</u>	<u>Frequency</u>
Industrial Education	3
Education	2
Not Specified	1

In analyzing Tables IV, V, and VI, a total of 77 degrees have been earned by the state officials who supervise industrial arts on the state level. Of these 77, 38 were degree-majors in industrial education or industrial arts; 15 were degree majors in education and the remainder were well scattered majors or unspecified.

Minors are also indicative of academic preparation. Not all of the supervisors listed their minors, and many who did list them did not do so for their total degree work. Table VII shows the range and extent of minors for both undergraduate and graduate degrees as listed by the state officers.

TABLE VII
Undergraduate and Graduate Minors

Minors	Frequency
Education	9
Mathematics	6
English	4
Science	3
Chemistry	3
Guidance	3
Industrial Education	3
Administration	2
History	2
Social Science	2
Sociology	2
Agriculture	1
Biology	1
Economics	1
Languages	1
Latin	1
Literature	1
Music	1
Physical Education	1
Physical Science	1
Psychology	1

A total of 50 minors was listed, and these were spread over a field of 21 subjects or subject areas. The greatest number of minors, nine, was listed as education; this was followed by mathematics with six and by English and science with four each. The selection of minors, other than within the field of education, appears to follow no definite pattern.

College Course Work in Supervision

It seemed valuable to the study to attempt to determine how many of the state officers responsible for supervision of industrial arts have had formal college course work in supervision. This inquiry was

not designed to infer that those who had no such college work are not qualified to supervise. Results of this inquiry are as were expected and are shown in Table VIII.

TABLE VIII

College Course Work in Supervision

	Yes	No	No Response
Totals	31	5	5

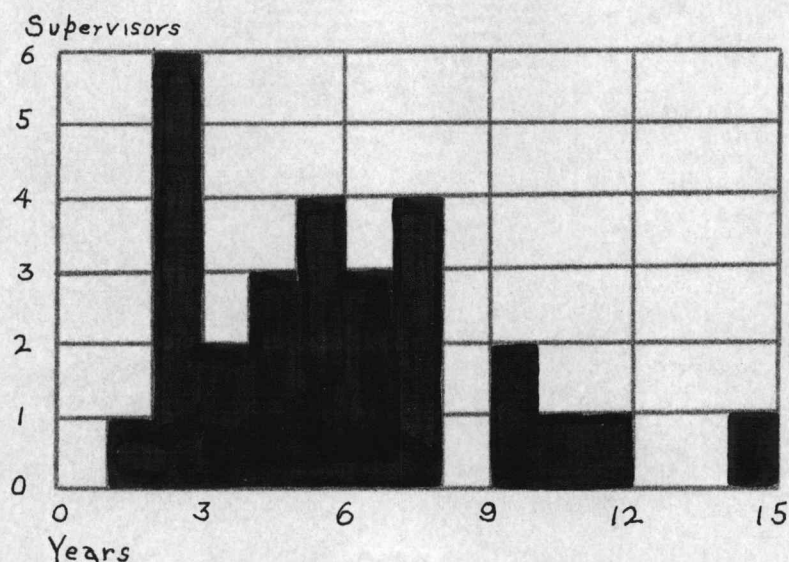
Three-fourths of the state supervisory officers indicated they have at some stage in their education taken college work in supervision. Some have had only limited amounts while others have done extensive work in this field; still others pointed out that they have taught courses in supervision in colleges and universities.

Years of Trade and Industrial Experience

Some time in their careers, 28 or 68 per cent of the state officers have had trade or industrial experience. The range and extent of this experience is shown graphically in Chart 7.

CHART 7

Years of Trade and Industrial Experience



The range for the 28 who have had trade and industrial work experience is two years to 15 years, with a median of approximately six years. Work experience seems to be well-grouped between two and eight years. Since many school systems require industrial experience of their industrial arts teachers, and since many of the state officers have begun their educational work as industrial arts teachers, it is likely that industrial experience will play a continuing important role in the field of industrial arts supervision.

Number of Staff Members

In an attempt to obtain the most accurate picture of the extent to which state-level supervision is conducted in the various states,

the supervisory officers were asked to list their associate and assistant staff members, and to indicate the percentage of time each devotes to industrial arts supervision. The responses to this inquiry are shown in Table IX.

TABLE IX

Number of Staff Members and Percentage of
Time Devoted to Industrial Arts Supervision

Number	Percentage	Frequency
1 Assistant devoting	5%	1
1 Assistant devoting	10%	1
1 Assistant devoting	30%	1
1 Assistant devoting	100%	3
2 Assistants devoting	10% each	2
2 Assistants devoting	20% each	2
3 Assistants devoting	5% each	3
5 Assistants devoting	5% each	1
6 Assistants devoting	20% each	1
6 Assistants devoting	100% each	1

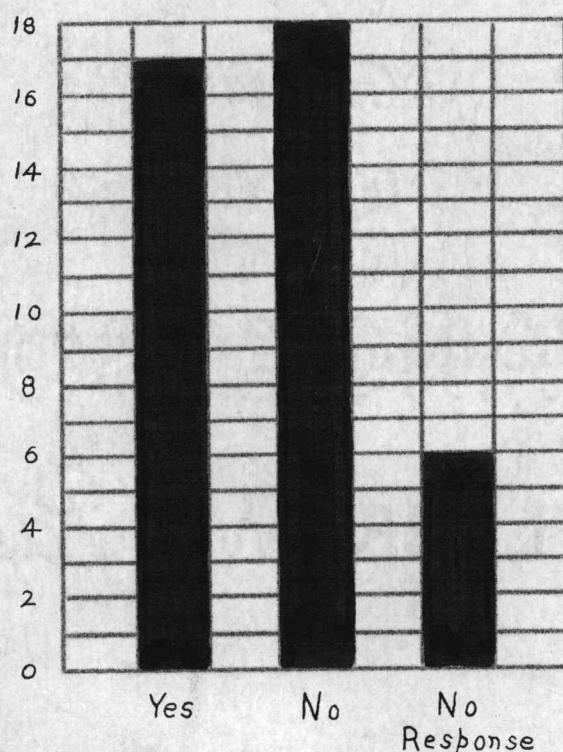
Sixteen of the 41 state officers have some assistance in their industrial arts supervisory work. The extent of this assistance, however, varies considerably. The range in variability is from one supervisory assistant who devotes only five per cent of his time to this work to six full-time (100%) supervisory assistants. A total of 28 staff members were listed by the 16 state supervisors. The average percentage of time devoted to industrial arts supervision by these staff members is 45 per cent per man.

State Course of Study

One item that was not particularly concerned with the training and

experience of state supervisory officers was placed in Part I of the questionnaire because this section of the questionnaire seemed to be the best location for this inquiry. The supervisory officers were asked if their respective states published, in some form, a State Course of Study. In addition they were asked if such courses of study were prepared by the state officers or prepared cooperatively by teachers and officers. Chart 8 shows the results of these inquiries.

CHART 8
State Course of Study



Seventeen of the 41 supervisors said their state had a published course of study; 18 said they had no such publication; six did not respond to this inquiry. Several of those who indicated no course

of study said that such a publication was in preparation or was being strongly considered. Several of those giving a "Yes" response said that their state officers had just recently completed the first of such publications. The trend seems to be toward publication by state education officers of state courses of study for industrial arts.

Of the 17 states having state courses of study, 13 are prepared cooperatively by teacher groups and state supervisory officers. There were two supervisors who said that such publications were prepared solely by state officers, and two others who indicated they had publications prepared by both methods.

General Training and Experience of Local
School Officers Responsible for the
Supervision of Industrial Arts

There is an even greater difference in the general training and experience of the personnel who supervise industrial arts on the local level than exists on the state level. Much of this difference may be due to the numbers involved; on the state level there are 41 contributing supervisory officers, and on the local level there are 191. Much of this difference, however, is due to the individuality and needs of the various local groups represented. This section of the study is devoted to the general training, experience, and status of local supervisory officers.

Official Title

The 191 local supervisory officers, representing 41 states, are known by 38 titles. These titles seem significant for two reasons; first, they serve to illustrate individuality, and second, and more important, they serve in locating the responsibility for local industrial arts supervision. Table X lists the official titles by which the various local officers generally responsible for local supervision of industrial arts are designated.

TABLE X

Official Titles of Local Personnel Responsible
for the Supervision of Industrial Arts

Official Title	Frequency
Supervisor of Industrial Arts	24
Director of Industrial Arts	16
Coordinator of Industrial Arts	3
Assistant Director of Industrial Arts	2
Consultant in Industrial Arts	2
Assistant in Industrial Arts	1
Chairman, Division of Industrial Arts	1
Supervisor of Industrial and Fine Arts	2
Supervisor of Industrial Arts and Adult Education	1
Director of Industrial Arts and Adult Education	2
Director of Industrial Education	11
Supervisor of Industrial Education	3
Supervisor of Trade and Industrial Education and Industrial Arts	2
Supervisor of Vocational Education and Industrial Arts	3
Director of Vocational Education and Industrial Arts	10
Coordinator of Trade and Industrial Education and Industrial Arts	2
Director of Physical Education and Manual Training	1
Supervisor of Practical Arts	2
Director of Related Arts	1
Director of Vocational Education and Practical Arts	2
Director of Technical Arts	1
Supervisor of Vocational and Practical Arts	1
Director of Vocational Education	31
Supervisor of Vocational Education	5
Director of Vocational and Adult Education	3
Vocational Coordinator	1
Coordinator of Supervised Occupations	1
Director of Trade and Industrial Education	4
Supervisor of Trade and Industrial Education	5
Director of Trade School	2
Head of Shops	14
Shop Supervisor	5
Shop Coordinator	1
Supervising Teacher	14
Supervising Principal	5
Director of Veteran's Training	2
Superintendent of Schools	3
Assistant Superintendent of Schools	2

Only 49 of the 191 supervisors have titles which identify them solely with industrial arts. The remaining 142 are, for the most part, vocational supervisors, although a few are general supervisors or special service supervisors. Seventy have titles directly related to vocational education, and others are inferred.

The most frequently used title is director of vocational education with 31 cases; this is followed by supervisor of industrial arts with 24 cases.

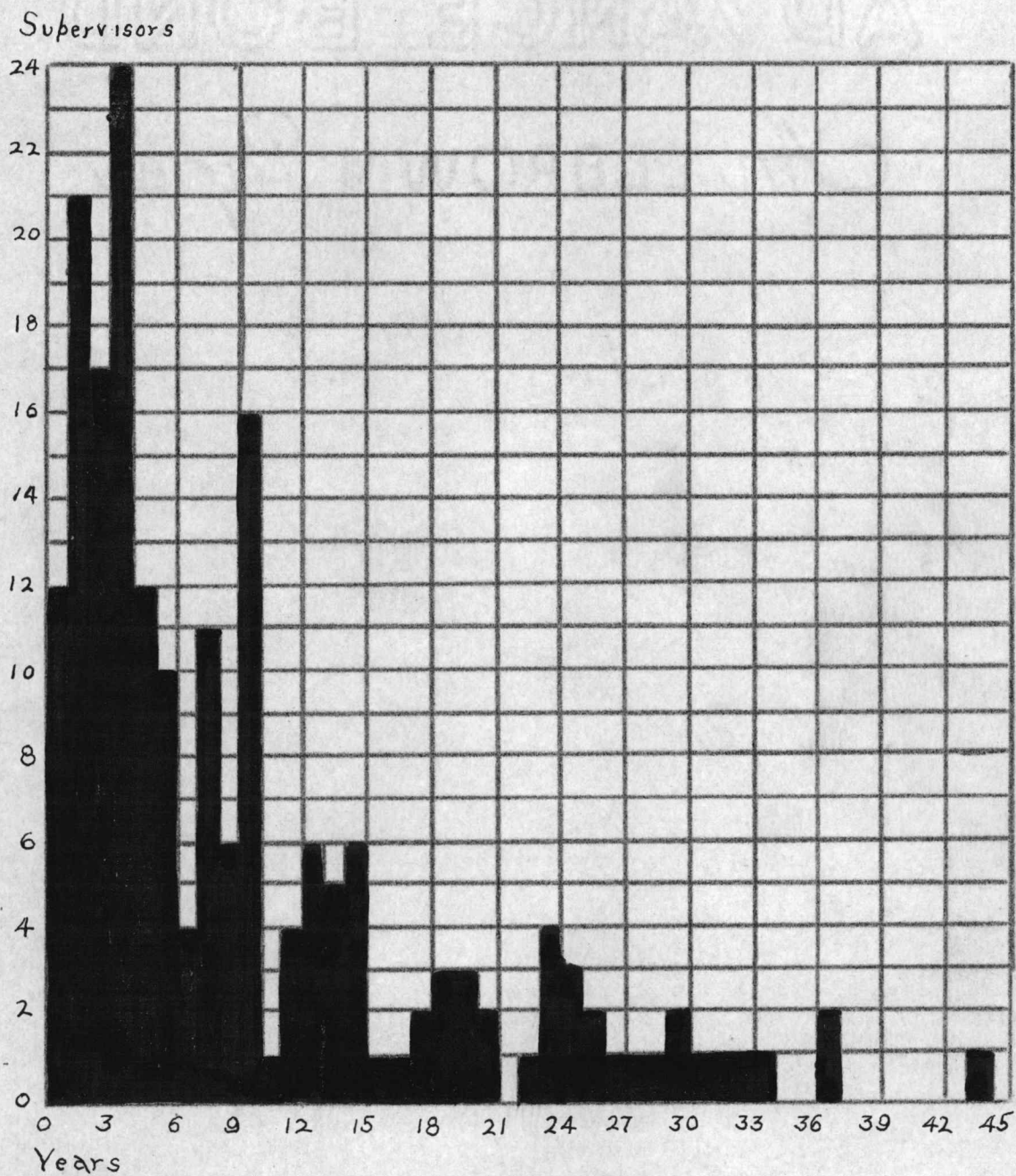
Titling within states is not uniform. A great variety of titles may be used to designate local supervisors within a given state. This lack of uniformity is probably a result of local autonomy.

Number of Years In Present Position

All but two of the contributing supervisors answered the inquiry concerning length of service in present position. A wide range exists on this item and this range and frequency is shown on Chart 9.

CHART 9

Years of Experience in Present Local
Supervisory Position



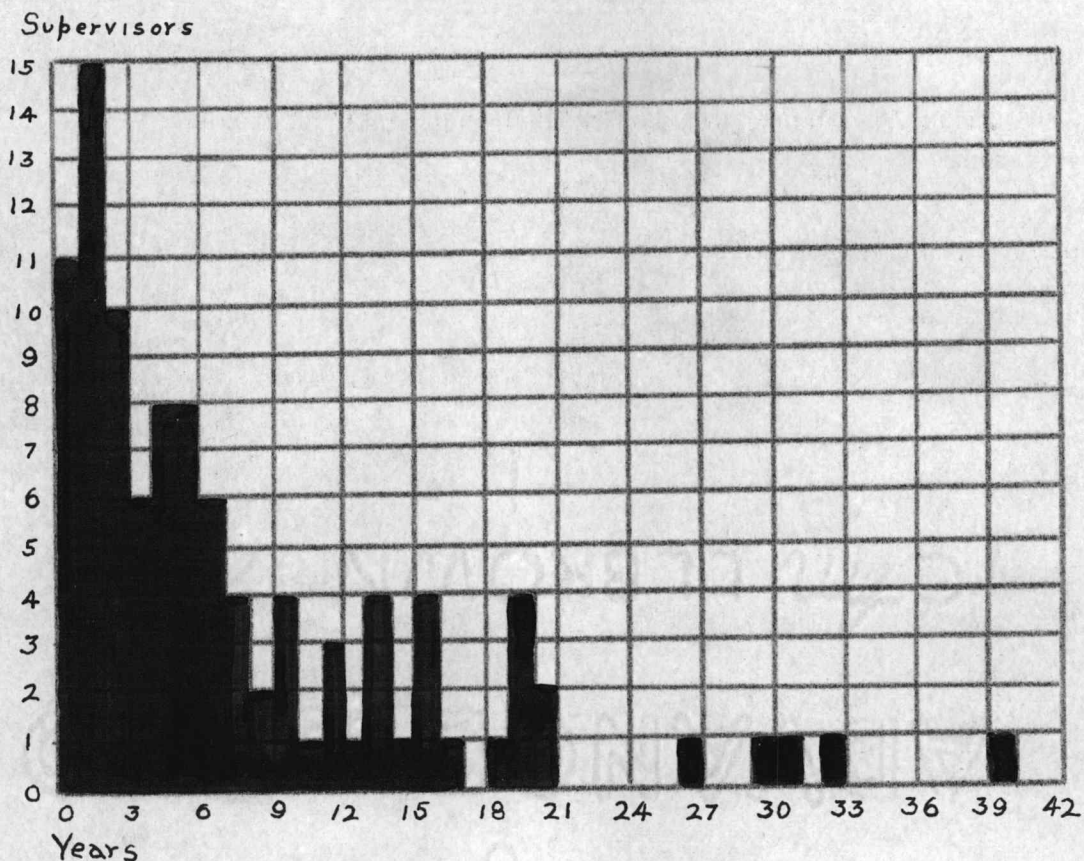
For the 189 supervisors responding to this item, the range is from one year to 44 years with a median of approximately six years. Only 34 have been in their present positions for more than 15 years.

Number of Years in Other Supervisory Positions

As was the case on the state level, previous experience in other supervisory positions seems to be an important factor in the selection of local supervisors of industrial arts. The extent and frequency of this previous experience is shown graphically in Chart 10.

CHART 10

Years of Experience in Other Supervisory Positions



While two-thirds of the state supervisors have held previous supervisory positions, slightly over 50 per cent of the local supervisors stated that they have held other supervisory positions in educational work, business or industry. The range for such experience is from one year to 40 years, with an approximate median of five years. Fifty-eight of the 101 supervisors with previous experience have spent six or less years in such positions. Five supervisors seemed to be rather extreme cases; one had 40 years experience in other positions, one had

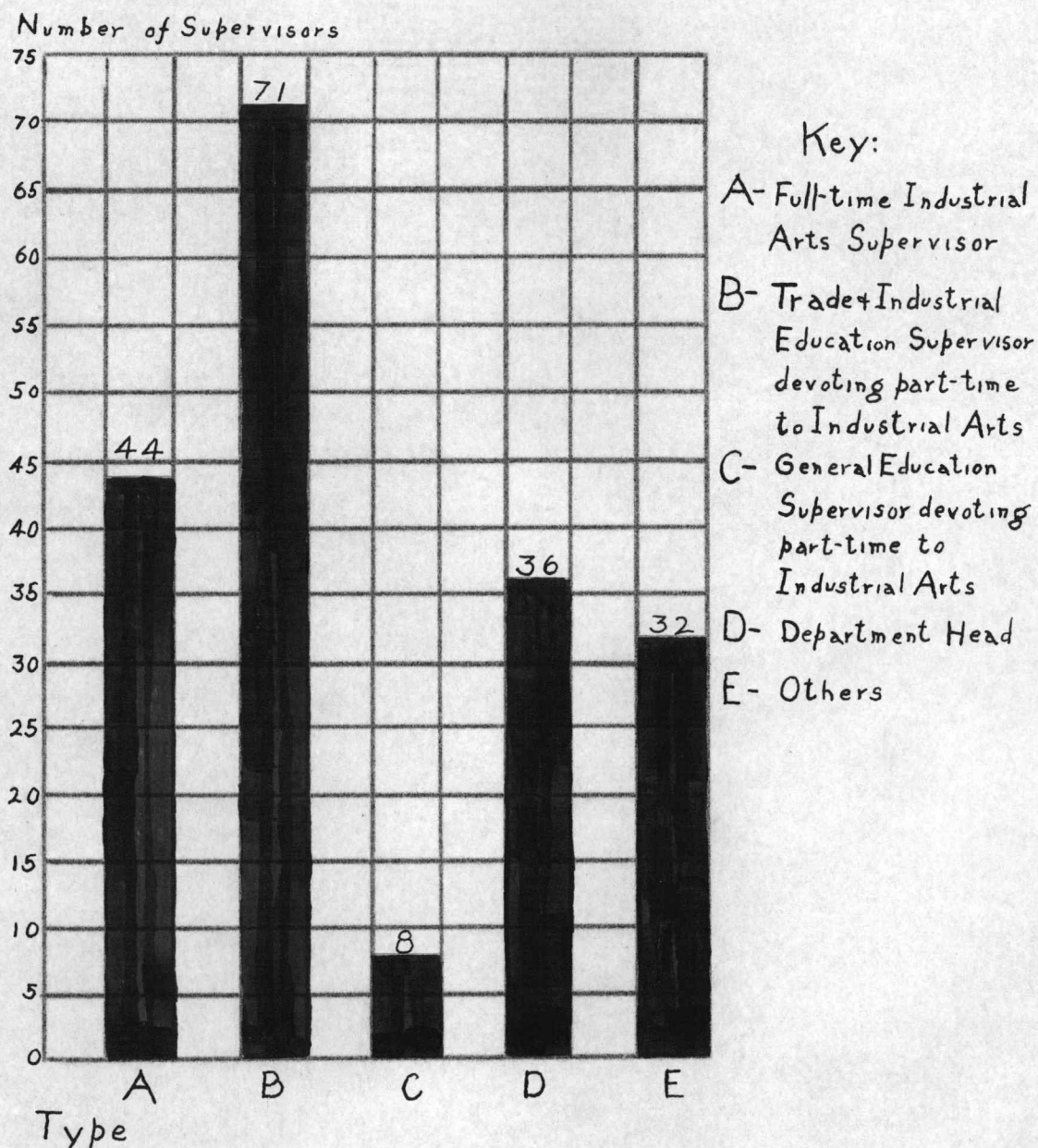
33, one had 31, one had 30, and one had 27.

Type of Supervisor

Official titles may be as misleading on the local level as on the state level, and the different classifications of titles are far more numerous. Since titles are often misleading, the local supervisors were asked to indicate into which of five classifications they belong. These classifications are: (1) full-time industrial arts supervisor, (2) trade and industrial education supervisor, (3) general education supervisor, (4) department head and (5) other classification of supervisor. Chart 11 shows the arrangement of local supervisors according to classification.

CHART 11

Type of Supervisor



The most frequent location for industrial arts supervision on the local level is within the trade and industrial education

classification. Seventy-one or 37 per cent of the 191 supervisors are of this type. It should be remembered that this type supervisor is a representative of vocational education. Forty-four or 23 per cent are full-time industrial arts supervisors who devote all or part of their time to the supervision of industrial arts. Some of the supervisors who listed themselves as full-time industrial arts supervisors have other responsibilities which require a small percentage of their time. Thirty-six or 20 per cent are department heads with some supervisory responsibility. Some of these department heads are in charge of "straight" industrial arts departments while others are in charge of combination industrial arts, and trade and industrial education departments. Within these two groups they are divided about equally. Thirty-two supervisors listed their activities as following in special classifications; these are shown in column E. Within this group are administrative assistants, supervisory teachers, directors of vocational education, supervisory principals, and coordinators of occupations.

Percentage of Time Devoted to Industrial Arts Supervision

Considerable difference exists concerning the amount of time the local school officers devote to the supervision of industrial arts. This wide range is illustrated in Table XI.

TABLE XI
Percentage of Time Devoted to Industrial
Arts Supervision

Percentage	Number of Supervisors
91 - 100	36
81 - 90	2
71 - 80	4
61 - 70	6
51 - 60	5
41 - 50	31
31 - 40	4
21 - 30	30
11 - 20	26
1 - 10	28

Of the 172 supervisors who responded to this inquiry, 119 devote 50 per cent or less of their time to industrial arts supervision. Only 36 indicated that they spent all of their working time on this activity. In almost every case where a high percentage of time is devoted to industrial arts supervision, the officer doing the supervision is an industrial arts supervisor, director, coordinator or consultant. Whenever the supervision of industrial arts is assigned to other divisions, such as vocational education or general education a proportionally small amount of time is devoted to this activity.

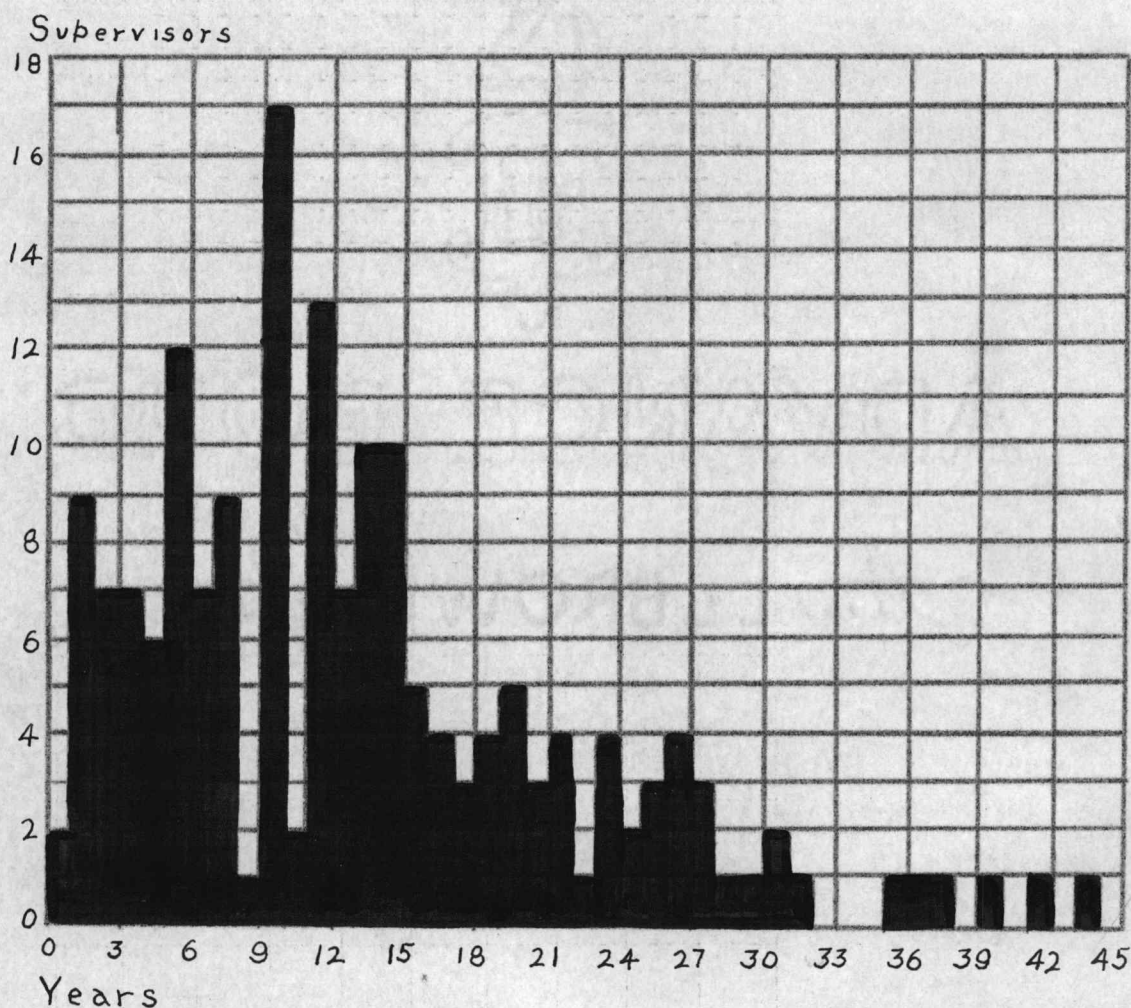
Number of Years of Industrial Arts Teaching Experience

Although all the men who supervise industrial arts have not had teaching experience in this field, such experience, nevertheless, appears to be an important factor in the selection of supervisory personnel. Only 16 local supervisors have had no such experience on

either the secondary or college level. Charts 12 and 13 show graphically the range and extent of experience on these two levels.

CHART 12

Secondary Industrial Arts Teaching Experience

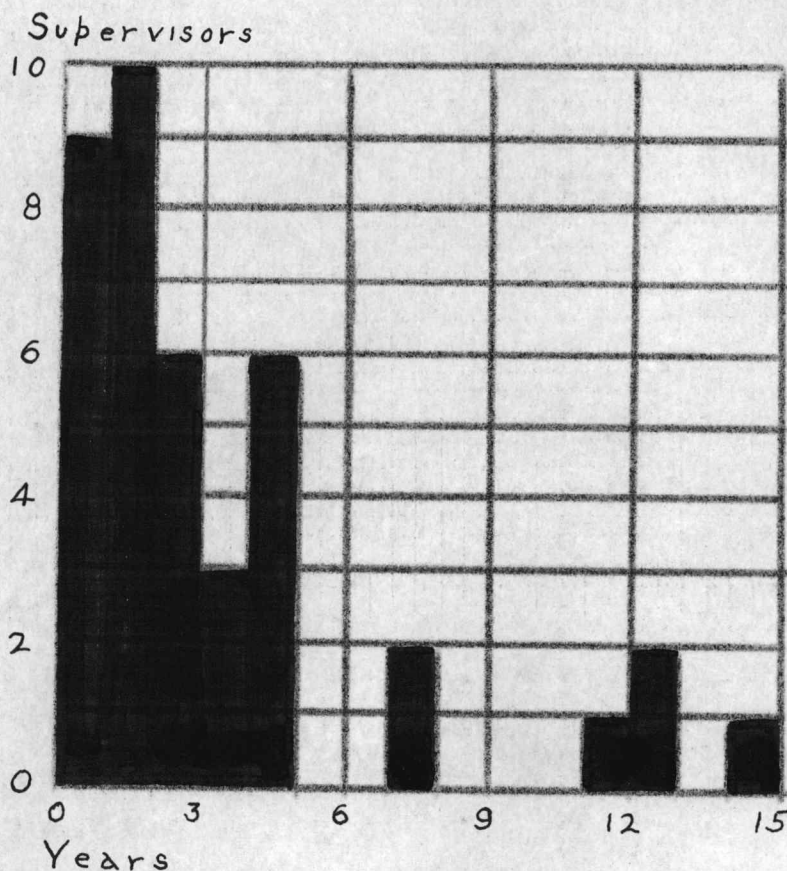


The range of secondary (junior and senior high school level) industrial arts teaching experience is one year to 44 years with the median for the 175 listing such experience approximately 12 years. One hundred and five of the supervisors have had both junior and

senior high school teaching experience; 16 have had junior high school experience only and 54 have had such experience only on the senior high school level.

CHART 13

College Industrial Arts Teaching Experience



For the 40 local supervisors who have had college industrial arts teaching experience, the range is from one year to 15 years with the median approximately two years per man. College teaching experience on the local level of supervision does not appear to be as significant a factor as on the state level. About 36 per cent of the

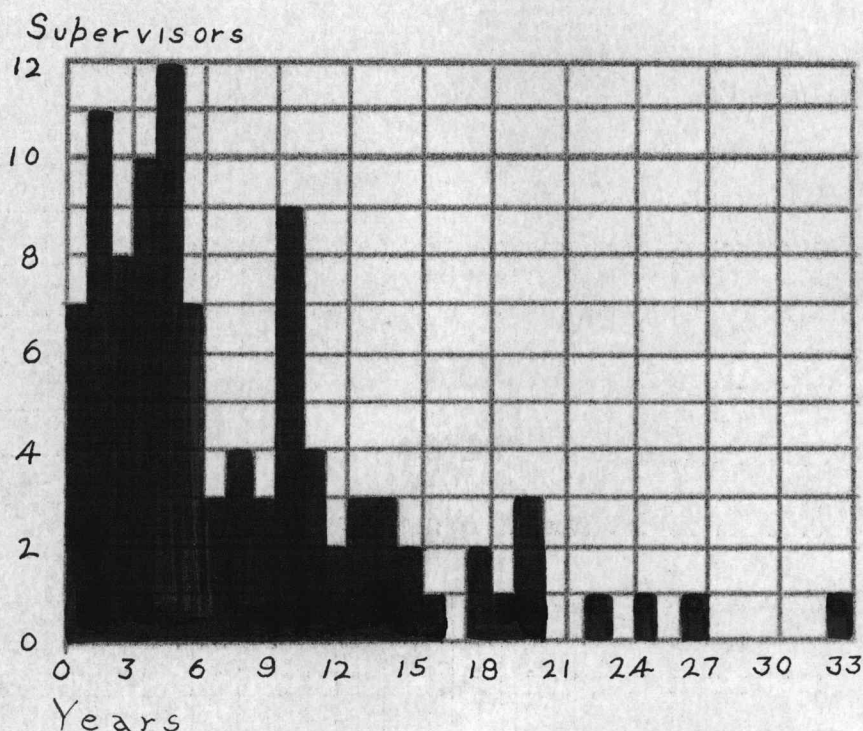
state-level supervisors have had such experience; while only 20 per cent of the local supervisors indicated teaching experience on this level.

Number Years Experience Teaching Trade and Industrial Education

In addition to their industrial arts teaching experience, 99 local supervisors indicated that they had teaching experience in the trade and industrial subjects. There is a wide range of years spent by the various supervisors in this type of teaching. Chart 14 shows the number who have had such experience and the extent of this type of teaching in terms of years.

CHART 14

Trade and Industrial Teaching Experience



Fifty-five of the 99 supervisors with trade teaching experience have devoted six or less years to this work. The range is from one year to 33 years with a median of approximately five years. In all but six cases, the supervisors claiming trade and industrial teaching experience have also had experience teaching industrial arts on the secondary level.

Highest Degree Held

Academic degrees held by local industrial arts supervisors, although seemingly important, do not appear to be as significant as

degrees held by state-level supervisors. In Table XII is shown the distribution of degrees held by local supervisory officers. As was the case on the state level, these degrees fall into four classifications, the doctorate, the masters, the bachelors, and the group with no degrees.

TABLE XII

Highest Degree Held by Local Officers

Degree	Frequency	Percentage
Doctorate	6	3
Masters	103	54
Bachelors	64	34
Not Specified	18	9

Six or 3 per cent of the local supervisory officers fall in the doctor's group; 103 or 54 per cent have masters degrees; 64 or 34 per cent have bachelors degrees and 18 or 9 per cent have specified no degree. Of the six officers with doctorates, two are supervisors of industrial and fine arts, one is supervisor of industrial arts, one is director of vocational education, one is supervisor of trade and industrial education and one is an assistant superintendent of schools. The officers who make up the master's and bachelor's groups are representative of all types of supervisors.

Major and Minors

In an attempt to more adequately determine academic preparation, the local supervisors were asked to indicate their degree majors and minors. The graduate and undergraduate majors are indicated in

Tables XIII, XIV, and XV.

TABLE XIII

Bachelor Degree Majors

Major	Frequency
Industrial Arts	117
Education	15
Engineering	10
Vocational Education	4
Mathematics	4
History	3
Biology	2
Chemistry	2
Agriculture	1
English	1
Science	1
Not specified	31

Of the 191 supervisors, 117 or 61 per cent have their undergraduate major in industrial arts; this is followed by education with 15; and engineering with 10. The remaining are scattered throughout eight other subject areas. Thirteen of those who indicated they hold the baccalaureate degree did not specify a major, and the remaining 18 not specified did not claim a bachelor's degree as shown in Table XII.

TABLE XIV

Master Degree Majors

Major	Frequency
Education	46
Industrial Education	39
Vocational Education	15
English	1
Psychology	1
History	1
Science	1
Zoology	1
Not specified	4

Of the 109 who indicated they hold a master's degree or higher, 46 majored in education; this is followed closely by industrial education with 39 majors. Included in the education group are those who specified a major in administration, supervision, guidance, or general education.

TABLE XV

Doctor Degree Majors

Major	Frequency
Industrial Education	3
Education	2
Systematics	1

A total of 288 degrees has been earned by the 191 local industrial arts supervisors. Of the 288, 159 are degree majors in industrial education or industrial arts; 63 are degree majors in education; and the remainder are well-scattered or unspecified.

A wide range of subjects and subject areas make up the degree minors. Not all of the supervisors listed their minors, and many who

did list them did not do so for all the degrees they have earned.

Table XVI shows the range and extent of minors for both undergraduate and graduate work.

TABLE XVI

Undergraduate and Graduate Minors

Minors	Frequency
Education	51
Science	30
Industrial Education	18
English	15
Mathematics	14
Social Science	10
Vocational Education	10
History	9
Physical Education	9
Psychology	8
Economics	6
Agriculture	5
Physics	4
Art	3
Biology	3
Sociology	3
Chemistry	2
Engineering	2
Business	1
French	1
Music	1
Spanish	1

A total of 206 minors was listed, and these were spread over a field of 22 subjects or subject areas. The greatest number of minors, 51, was listed in education; this was followed by science with 30, industrial education with 18, English with 15, and mathematics with 14.

College Course Work in Supervision

The majority of school officers responsible for supervision of industrial arts on the local level have had college course work in supervision. Some stated that they have had no such college work and others did not respond to this item. The results of this inquiry are shown in Table XVII.

TABLE XVII

College Course Work in Supervision

	Yes	No	No Response
Totals	153	35	3

Four-fifths of the local supervisory officers have had college work in supervision at some stage in their formal education. Thirty-five stated that they have never had a college course in supervision, and three did not respond to this inquiry. For those who indicated college work in supervision, there was considerable variability in extent of such work. Some stated they had only taken an introductory course, while others claimed majors and minors in it. The absence of formal college work in supervision should not be construed as an indictment of a supervisor's efficiency. Experience, intelligence, and training may well compensate for the lack of such formal work.

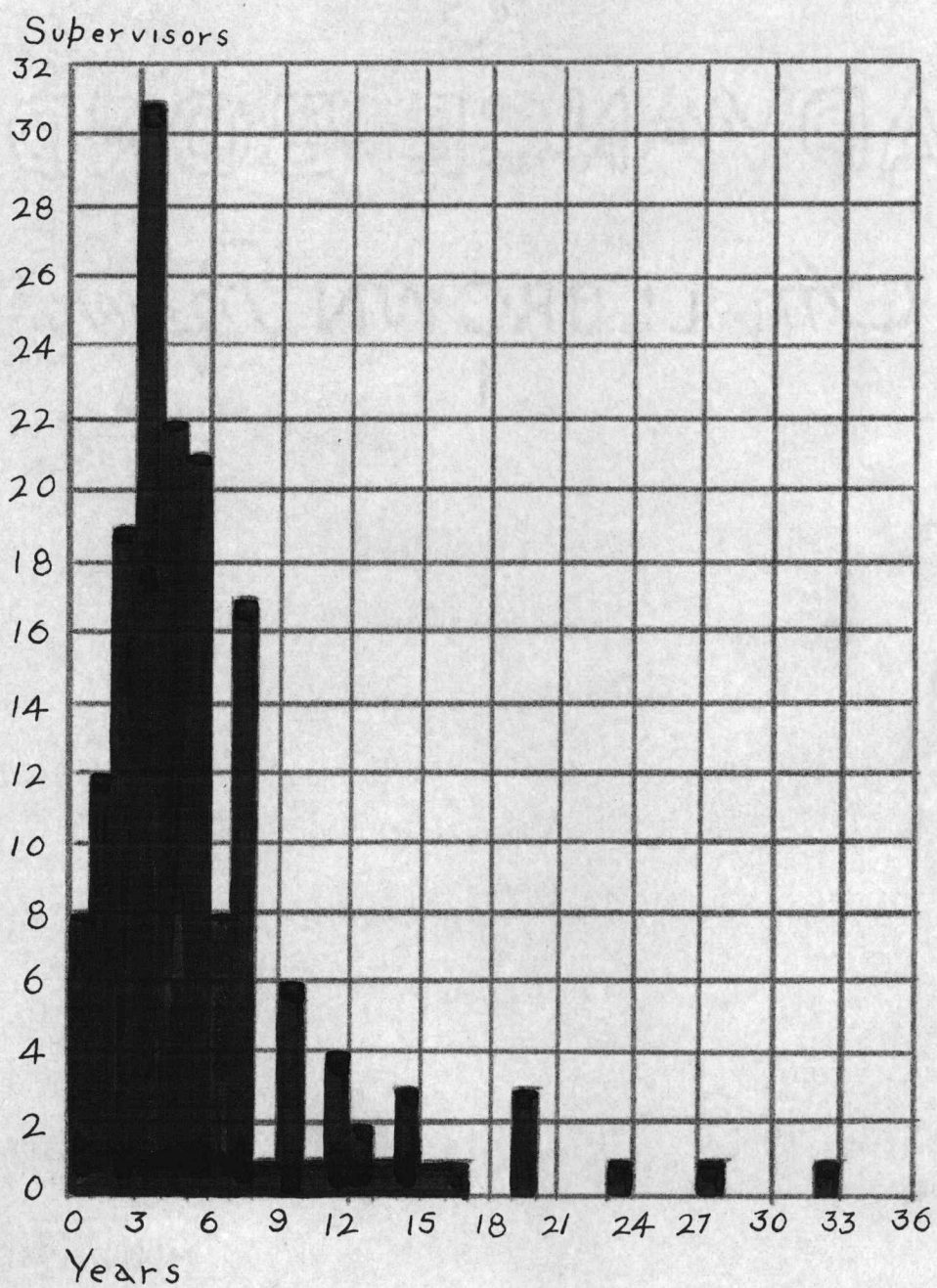
Years of Trade and Industrial Experience.

Trade experience appears to be an important factor in the preparation and selection of officers who supervise industrial arts on the

local level. Of the 191 such officers contributing to this study, 164 stated that some time during their careers, they had worked at trades or in industry. There is considerable variability in the extent of such experience; this is graphically illustrated in Chart 15.

CHART 15

Years of Trade and Industrial Experience



The range for the supervisors with trade and industrial work experience is one year to 33 years with an approximate median of five years per man. Work experience is well grouped between one and eight years; over four-fifths of the officers with such experience fall within this grouping. Since so many of the industrial arts supervisory officers have come from the ranks of trade and industrial teachers, and since trade and industrial experience is requisite for the vocational-industrial credential, it is understandable that so many of the industrial arts supervisors have had such work experience.

Number of Staff Members

On the local level, as well as on the state level, all supervision of industrial arts is not carried on by a single officer. In several cases one or more associate or assistant staff members help in the performance of such service. In an attempt to determine the extent of such staff service, the local supervisory officers were asked to list their associate and assistant staff members and to indicate the percentage of time each devotes to industrial arts supervision. The results of this inquiry are shown in Table XVIII.

TABLE XVIII

Number of Staff Members and Percentage of
Time Devoted to Industrial Arts Supervision

Number		Percentage	Frequency School Systems
1	Assistant devoting	10%	3
1	Assistant devoting	20%	4
1	Assistant devoting	50%	4
1	Assistant devoting	100%	4
2	Assistants devoting	25% each	2
2	Assistants devoting	75% each	1
3	Assistants devoting	65% each	1
4	Assistants devoting	50% each	1
5	Assistants devoting	25% each	1
5	Assistants devoting	60% each	1
5	Assistants devoting	100% each	1

The 23 school systems contributing to this item have 30 industrial arts supervisory staff officers in addition to those responding to the questionnaire. The service rendered by these staff officers varies greatly, ranging from one assistant devoting 10 per cent of his time to industrial arts supervision to five assistants devoting 100 per cent of their time to such service. Many of the officers returning questionnaires commented that supervisory assistance is badly needed and many of the services they would like to perform are not provided for because of lack of assistance.

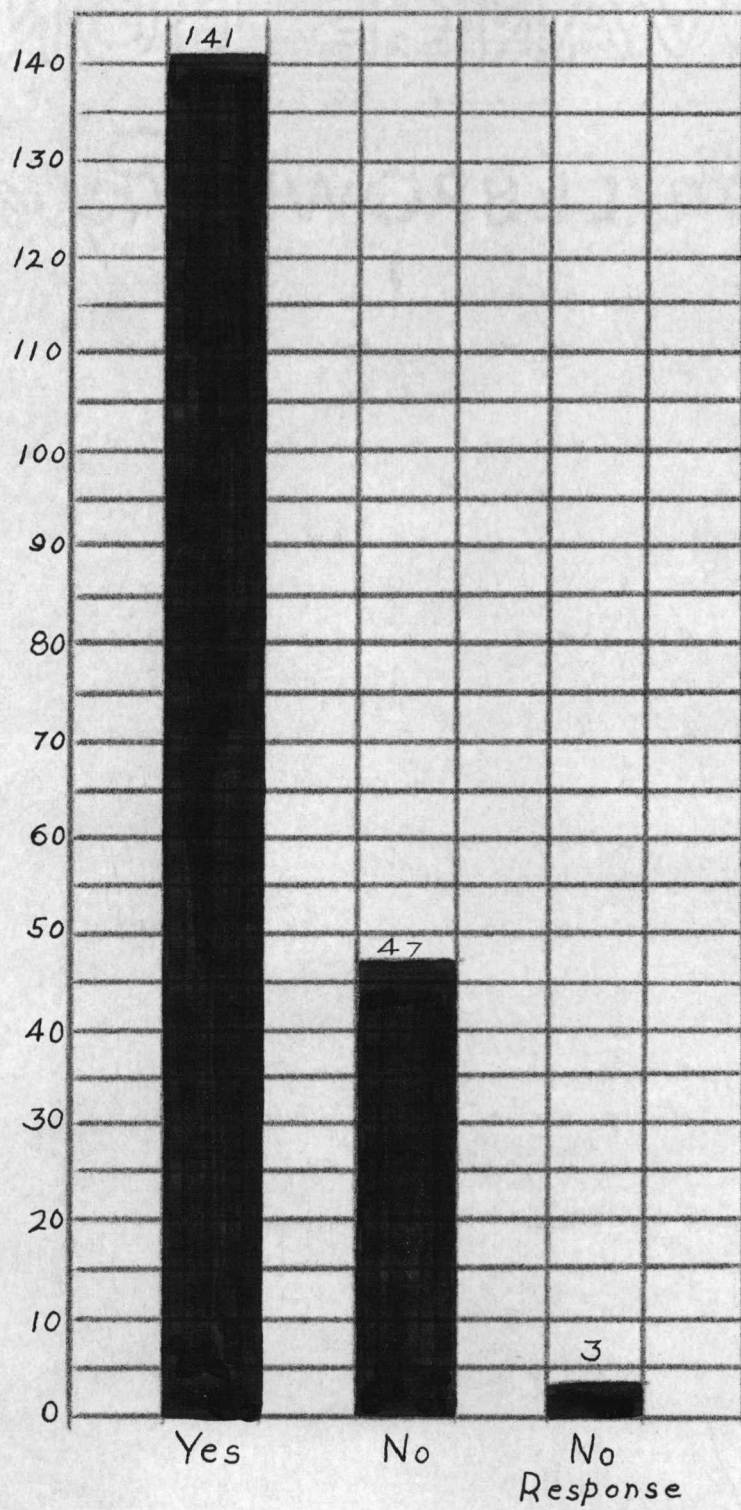
Local Course of Study

One of the important services performed by supervisory officers is the preparation and distribution of instructional materials. The school officers were asked if their school systems published, in some form, courses of study. In addition they were asked if such courses

of study were prepared by the supervisory officers or prepared cooperatively by teachers and officers. The results of this inquiry are shown in Chart 16.

CHART 16

Local Course of Study



Three-fourths of the supervisors stated that their school systems published local courses of study. Forty-seven or about one-fourth said they had no such publication, and three did not respond to this inquiry. A number of those who indicated they had at present no course of study said that such publications were in the process of preparation. Others said their systems needed such material and that publication was being strongly considered.

Of the 141 local officers who stated their system had published courses of study for industrial arts, 136 said that this material is prepared cooperatively by teacher groups and supervisory officers. The remaining five said that such material is prepared solely by the supervisory staff.

Policies and Practices of State Officers
Responsible for the Supervision of
Industrial Arts on the State Level

For the purposes of this investigation, the policies and procedures of the officers responsible for the supervision of industrial arts on the state level are divided into five main categories: general practices, services to teachers, services to local school administrators, up-grading and projection services and promotional services. The attitudes as well as the services performed by the state officers concerning these policies and procedures vary considerably. This variation is illustrated and discussed on the following pages of this study.

General Practices

Eight items are included in this section of the study. These items were formulated in such a way as to obtain an expression of opinion by the state officers regarding the desirability of the service as well as to obtain information as to whether the service is or is not performed by him or a member of his staff. Included under the general practices section are such broad services as visitation, evaluation, certification, distribution of courses of study, research, clearing house activities, records and reports. The responses to the items concerning general practices of state officers are shown in Table XIX.

TABLE XIX

General Practices of State Supervisory Officers

Items	Number			TOTAL REPLIES	Percentages		
	DESIR- ABLE	YES	NO		DESIR- ABLE	YES	NO
Regularly visits and evaluates the industrial arts departments throughout the state	36	18	23	41	88	44	56
Approves for certification all industrial arts teachers before permitting them to teach .	24	14	27	41	58	34	66
Responsible for distribution of state courses of study in industrial arts	33	19	21	40	82	47	53
Conducts surveys to determine needs and desirable practices .	38	18	22	40	95	45	55
Uses his office as a clearing house for questions and problems of teachers	38	22	19	41	93	54	46
Keeps a written record of all visits and conferences	37	24	16	40	92	60	40
Makes regular reports to state superintendent.	33	20	21	41	80	49	51
Reports back to the local school system the results of his visitations and his recommendations	37	26	14	40	92	65	35

Percentages are based on the number responding to each item and not on the total responding to the questionnaire.

The service most generally considered desirable, under this section, is the research activities of supervisors in conducting surveys to determine needs and desirable practices. Ninety-five per cent of the 40 officers responding to this item checked this as a

desirable function; however, only 45 per cent stated that they conduct such surveys. The use of his office as a clearing house for problems of teachers followed closely relative to desirability with 93 per cent, but only 44 per cent stated that they used their offices for such purposes. Keeping written records of all visits and conferences and reporting back to the local system each received 92 per cent as to desirability by the 40 responding officers. These two items were also high as to services actually performed; 65 per cent stated they reported back to the local system the results of the visitation and recommendations, and 60 per cent stated that they keep written records of all visits and conferences. All but one of the eight items in this section received a high percentage rating on desirability; the one exception was the supervisors' approval for certification, with only a 58 per cent rating. This item of service is also the least performed in actual practice with only 14 of the 41 officers or 34 per cent stating that this service is performed by their office. The low percentage rating on this item is probably because of the general policies of certification by the State Department of Education within the various states; certification is generally carried on at a higher level.

One interesting feature shown in this table is the relationship between actual practice and attitudes concerning such practice. In all but one case, 80 per cent or more felt the practices desirable, but the conduct of such practices was claimed by a much smaller percentage. Most of the officers commented that their positions

included administrative and clerical responsibilities and in many cases, because of other service responsibilities, they could prorate only a small part of their time to industrial arts supervisory service. They further stated that even though they felt that most of the practices were desirable that many of them were precluded because of the lack of staff assistance.

Services to Teachers

Although direct person to person relationship with teachers is not considered as one of the main functions of a state supervisor, there are, however, certain services such officers can provide that are considered desirable. These services do not necessarily require personal contact, although as much personal contact as possible is usually recommended. This section of the study relating to services to teachers includes the distribution of instructional materials, informational literature, teaching aids, organizational plans, project plans, and materials on shop layouts. Responses to the ten items included in this section are graphically illustrated in Table XX.

TABLE XX

Services to Teachers as Performed by State
Supervisory Officers

Items	Number			TOTAL REPLIES	Percentages		
	DESIR- ABLE	YES	NO		DESIR- ABLE	YES	NO
Distributes to Industrial Arts Teachers:							
Lists of recent industrial arts literature	35	17	23	40	87	42	58
Occupational information and lists of references	31	12	29	41	76	29	71
Plans and descriptions of projects.	31	11	30	41	76	27	73
Descriptions of effective instructional aids and teaching procedures	36	16	25	41	88	39	61
Notices and information concerning conferences and conventions.	36	23	18	41	88	56	44
Information about new industrial products of significance . . .	32	11	30	41	78	27	73
General news letters	29	8	23	41	71	20	80
Course of study revisions and suggestive outlines in industrial arts	37	24	17	41	90	59	41
Plans for shop personnel organization	32	17	24	41	78	41	59
Plans for shop layouts	36	23	18	41	88	56	44

Table XX points out rather clearly that although a relatively high percentage of officers consider these services to teachers desirable, a much smaller percentage provide such services in actual

practice. These data rather conclusively support the theory that supervision on the state level is more concerned with substance than with procedure. Direct services to classroom teachers are usually left to local supervisors and administrators.

Of the ten services to teachers listed in this section, the distribution of courses of study materials was considered the most important. Ninety per cent marked this service desirable and 59 per cent stated such service was provided by their offices. Four other services that received close to a 90 per cent rating were the distribution of plans for shop layouts, notices and information concerning conferences and conventions, descriptions of effective instructional aids and teaching procedures, and lists of recent industrial arts literature.

In actual practice, only three of these services are performed by 50 per cent or more of the state officers. These three are the distribution of courses of study revisions and suggestive outlines (59%), plans for shop layouts (56%), and notices and information concerning conferences and conventions (56%). The remaining services to teachers are provided by a relatively small percentage of the state officers, with the distribution of general news letters performed by as few as 20 per cent. This item also received the lowest rating as to desirability with 71 per cent.

Services to Local School Administrators

Much of the service that state officers render to teachers comes

indirectly through contacts with local school administrators. For that reason the relationship between the state officers and the local administrative officers is an important one. The nature of the state supervisor's work is such that he does not have adequate opportunity to work directly with classroom teachers. His influence, however, can be put to good use indirectly through meetings and conferences with superintendents, principals, local supervisors and other local school officers. In order to determine what services are performed by state officers in this area, eight items were formulated. The items included in this section cover such services as conferences with and assistance to local administrators in such matters as selection of equipment, shop planning, teacher selection, local supervisory problems, recent developments in industrial arts and coordinating industrial arts with other subjects. Table XXI shows the state officers' reactions to these items.

TABLE XXI

Services to Local School Administrators
by State Supervisory Officers

Items	Number			Percentages		
	DESIR- ABLE	YES	NO	TOTAL REPLIES	DESIR- ABLE	YES NO
Serves local school districts by:						
Calling on local administrators and holding conferences with them	39	26	14	40	97	65 35
Working closely with local industrial arts supervisors	37	22	17	39	95	56 44
Advising in the selection and purchasing of equipment	37	22	17	39	95	56 44
Advising and assisting in industrial arts shop planning	39	26	14	40	97	65 35
Assisting in teacher selection	23	16	24	40	57	40 60
Assisting administrators with local supervision problems	37	24	16	40	92	60 40
Acquainting local administrators with recent developments concerning industrial arts	38	22	18	40	95	55 45
Aiding local administrators by coordinating industrial arts with other subject areas on the state level	35	18	21	39	90	46 54

With the exception of one, all of the services listed in this section received a 90 per cent or higher rating as to desirability. Assisting local administrators with problems of teacher selection is considered desirable by only 57 per cent of the state officers, and only 40 per cent of those who responded to this item stated that they actually give such assistance. Teacher selection is generally

regarded as falling within the autonomy of local school systems and state officers usually maintain a "hands-off" policy unless their assistance is solicited. Many other functions, however, have gravitated to the state level. A number of state offices now maintain libraries where collections of shop plans, personnel organizations, projects, and instructional materials are stored and distributed to local school systems.

Sixty-five per cent of the state officers said that they assisted local administrators with shop planning, and the same percentage said that they hold conferences with administrators. These two items were also high on the desirability rating with 95 per cent each.

Up-grading and Projection Services

Up-grading and projection services are not as a rule aimed specifically at individual teachers, but are services intended for the general improvement of the profession. These services are believed by many to be the most important of all services performed by the supervisors, since they are aimed at long-term objectives. In performing these services the supervisor works with the individual teachers, teacher organizations, administrators and local supervisors, teacher education institutions, and community organizations. The plan for carrying on such functions is not systematic, but instead has a great degree of flexibility depending upon each situation. Seven general items are included in this section, and refer to the supervisors' services in promoting teachers' associations, holding

sectional meetings with teacher-groups, encouraging research and experimentation, encouraging further education and professional growth, cooperating with teacher-education institutions and extending industrial arts programs in the public schools. The state supervisors' reactions to the items in this section are shown in Table XXII.

TABLE XXII

Up-grading and Projection Services
of State Supervisory Officers

Items	Number			Percentages		
	DESIR- ABLE	YES	NO	TOTAL REPLIES	DESIR- ABLE	YES NO
In performing up-grading services, the state supervisor:						
Promotes the organization of industrial arts teachers' associations	33	20	20	40	82	50 50
Holds 0, 1, 2, 3, or more sectional meetings each year with industrial arts teachers throughout the state. (circle one)	36	24	14	38	95	63 37
Encourages selected schools and teachers to introduce experimental industrial arts procedures	34	15	24	39	87	38 62
Encourages teachers to conduct needed research	35	19	20	39	90	49 51
Encourages teachers to attend summer school	39	29	11	40	97	72 28
Works closely with industrial arts teacher-education institutions throughout the state and solicites their help in state-wide planning . . .	38	27	12	39	97	69 31
Visits schools not having industrial arts departments and promotes introduction of industrial arts courses	37	22	18	40	92	55 45

All of the items included in this section received an 80 per cent or higher rating on desirability. From the stand point of actual services performed, this group of services also has a relatively high

rating. Two items received a 97 per cent rating by those officers who responded. These two are encouraging teachers to continue their education through attendance at summer schools and working closely with teacher-education institutions in matters of substance. These two services also received the highest rating on actual performance with 72 and 69 per cents respectively. Although 87 per cent of the state officers stated that they believed it was a desirable function of their office to encourage selected schools and teachers to introduce experimental industrial arts procedures, only 38 per cent said they performed such service. Ninety per cent thought that state supervisors should encourage teachers to conduct needed research, but slightly less than 50 per cent actually carry on such a plan.

One item which has a lower percentage rating than the others came as somewhat of a surprise. Promoting the organization of industrial arts teachers' associations received only 82 per cent on desirability. This somewhat low rating may be explained by the fact that many such associations are already organized and functioning, and it is, therefore, no longer necessary to emphasize this service.

One inquiry asked the supervisory officers to indicate how many sectional meetings they held throughout the year with industrial arts teacher-groups. Twenty-four supervisors or 63 per cent said that they held such meetings. Of these twenty-four, ten hold more than three such meetings, six hold three meetings, two hold two meetings, and the remaining six hold one meeting a year. Some supervisors who said they hold more than three sectional meetings annually pointed

out that they average four meetings per month during the academic year.

Promotional Services

Few educators will deny the importance and worth of public opinion in establishing educational policies and principles. In order that the public may be informed, the supervisor is often called upon to render services of an administrative and promotional nature. Promotional services often take a supervisor outside the purely educational circles and place him before the public in a more general way. These services are not so much concerned with the immediate improvement of the teaching-learning situation, but are long term in nature. They are directed at familiarizing the public through citizen-organizations, radio and newspapers with the contributions of the industrial arts program.

Eight items are included in this section of the study, and the responses of state officers to these items are shown in Table XXIII. Included are such promotional services as radio broadcasts, articles for newspapers, talks to service groups, professional publications, professional conferences and conventions, adult education, club activities, and promotional bulletins.

TABLE XXIII

Promotional Services of State
Supervisory Officers

Items	Number			Percentages		
	DESIR- ABLE	YES	NO	TOTAL REPLIES	DESIR- ABLE	YES NO
In promoting industrial arts, the state supervisor:						
Organizes and/or assists in radio broadcasts	27	5	35	40	67	12 88
Prepares and sends out news items to local papers	26	6	33	39	66	15 85
Speaks to service clubs and other organizations	37	22	17	39	95	56 44
Writes articles for state and national publications	37	17	23	40	92	42 58
Attends state and national educational conventions and conferences	38	26	13	39	97	66 34
Promotes adult education classes in industrial arts	32	16	24	40	80	40 60
Promotes the formation of in- dustrial arts clubs in high schools and colleges	29	13	27	40	72	32 68
Writes promotional bulletins for state-wide distribution . . .	33	13	26	39	85	34 66

This section on promotional services is characterized by high and low ratings both as to desirability and actual practice. Attending educational conventions and conferences received 97 per cent on desirability, while preparation of news items for local distribution was rated only 66 per cent. In actual practice, two items received very low ratings; organizing and assisting in radio broadcasts (12%) and

preparing and sending out news items to local papers (15%). Attending state and national educational conventions and conferences was rated the highest in actual practice, with 66 per cent of the state officers stating they attend such meetings. Speaking before service clubs and other organizations was second highest in actual practice with a rating of 56 per cent; this item was also second high as regards desirability.

Summary of Policies and Practices of State Officers

The relationship between the opinions of state supervisors regarding desirable policies and practices and the actual performance of such services illustrates that supervisory practice is lagging well behind supervisory theory. As pointed out earlier in this study, much of this lag can be explained through lack of manpower in the form of supervisory assistance. In some states there is no provision for the supervision of industrial arts on the state level; in other states services are performed only on a limited basis. Only a few states have full-time industrial arts supervisors whose loyalties are not divided and whose sole objective is the improvement of education through industrial arts. Without exception, it is these few supervisors who consistently provide desirable services concerning policies and practices. The vocational supervisors, the general education supervisors, and the supervisors of other classifications are generally too busy with other responsibilities to consistently perform the services they expressed as desirable.

Policies and Practices of Local Supervisors of Industrial Arts

Since the functions of local supervisors are more numerous and detailed than those of state supervisors, many more items are included in this section of the study than in the similar section on state supervisors. The policies and practices of local supervisors of industrial arts are divided into six main categories: general practices, services to teachers, services to local school administrators, evaluation services, up-grading and projection services, and promotional services. The responses of the local supervisors to the items included in these six categories are shown in seven tables and discussed on the following pages.

General Practices

While only eight items were included in this section on the state level, 18 are used on the local level. This increase in number is due to the greater detail of local supervision. Such functions as visitations, records, reports, teacher selection, evaluation, and research are included in this section on general practices of local industrial arts supervisors. The great variety concerning these items, both as to desirability and actual practice, is illustrated in Table XXIV.

TABLE XXIV
General Practices of Local Industrial
Arts Supervisors

Items	Number			Percentages		
	DESIR- ABLE	YES	NO	TOTAL REPLIES	DESIR- ABLE	YES NO
Visits each industrial arts teacher 1, 2, 3, or more times each year. (circle one)	183	159	24	183	100	87 13
Visits only when called upon	18	11	132	143	13	8 92
Announces his visits in advance.	55	28	139	167	33	17 83
Works closely with school principals and department heads	182	167	18	185	98	90 10
Keeps a written record of all visits and conferences	121	51	128	179	67	28 72
Makes a written report to the teacher concerning the results of his visitation and his recommendations	110	31	149	180	61	17 83
Makes a written report to the principal concerning the results of his visitation and his recommendations	106	34	143	177	60	19 81
Makes a written report to the superintendent concerning the results of his visitation and his recommendations	89	51	122	173	51	29 71
Uses a standard form in making reports	87	37	123	160	53	23 77
In his reports, the supervisor rates the teacher.	78	44	125	169	46	26 74
In his reports, the supervisor rates the industrial arts department of the school	83	45	122	167	50	27 73

Items	DESIR-			TOTAL REPLIES	DESIR-		
	ABLE	YES	NO		ABLE	YES	NO
Makes all reports in the teacher's file available to that teacher	98	46	118	164	60	28	72
Requires a yearly report from each industrial arts teacher whom he supervises	109	66	108	174	63	38	62
Makes a yearly report to his superintendent on the status of industrial arts in the system	160	118	59	177	90	66	34
Assists in teacher selection . .	169	137	42	179	94	77	23
Requires each teacher to follow a prescribed course of study . .	69	50	120	170	41	29	71
Conducts surveys to determine needs and desirable practices . .	164	113	64	177	93	64	36
Encourages school system to establish a supervisory library and laboratory for teacher use	165	109	71	180	92	61	39

Percentages are based on the number responding to each item and not on the total responding to the questionnaire.

A characteristic feature of this section is the extreme highs and lows as regards both desirability and actual practices. One service received a 100 per cent rating on desirability by the 183 supervisors who responded to this item; this was the inquiry on visits by supervisors to each industrial arts teacher. This service also received a high rating on actual performance, with only 13 per cent stating they did not visit each teacher at least once each year. Although all agree that such visits are desirable and 87 per cent make such visits, there is, nevertheless, a considerable variety

and range of frequency. Of the 105 who responded, 69 said they visit each teacher more than three times yearly, 23 said they make three such visits, seven make two and six make only one. The low item on desirability is also concerned with visitations. Only 13 per cent stated that they believed it desirable for the supervisor to visit only when his services are requested. This item was also low on actual practice with only eight per cent stating that their visits are conducted on this basis.

Working closely with school principals and department heads is the second highest item regarding desirability with a 98 per cent rating; in performance it has the highest rating of 90 per cent. Four other items have a 90 per cent or higher rating on desirability; these are, assisting in teacher selection (94%), conducting surveys to determine needs and desirable practices (93%), encouraging school systems to establish a supervisory library and laboratory for teacher use (92%), and making yearly reports to the superintendent of schools on the status of industrial arts (90%). In actual performance these services also have a relatively high rating with 77 per cent, 64 per cent, and 66 per cent respectively. In addition to visitations only on request, three other services are performed by less than 20 per cent of the supervisors. Seventeen per cent announce their visits in advance, 17 per cent make a written report to the teacher concerning the results of the visitation and 19 per cent make similar written reports to the principal.

Writers generally agree that nothing is more harmful to the

establishment of teacher-supervisor rapport than rating of the teacher by the supervisor. Yet 78 or nearly 50 per cent of the local officers responsible for the supervision of industrial arts said that they believed this practice desirable, and 26 per cent actually rate the teachers. Rating the industrial arts department in each school is believed desirable by 50 per cent and such ratings are made by 27 per cent.

One item of particular interest to the investigator is the item involving democratic concepts. One inquiry was formulated to determine the extent to which those who supervise industrial arts on the local level subscribe to the democratic and cooperative idea of curriculum construction. Of the 170 supervisors responding to this item, 69 or 41 per cent stated they believed it desirable to require each teacher to follow a prescribed course of study, and 29 per cent said they actually require such practice of the teachers whom they supervise.

Writers in the field of supervision hold that all supervisory records and reports on an individual teacher should be made available to that teacher, yet only 60 per cent of the local industrial arts supervisory officers stated that they believed such practice desirable. Only 28 per cent actually make their records available to the teacher.

Services to Teachers

Services to teachers on the local level are divided into two

parts. Part one is concerned with the distribution of certain kinds of instructional materials, literature and information; part two is concerned with a wide range of general services. The responses of supervisors to the items included in these two sections are handled separately for the purpose of simplification.

The first part of this section includes the distribution of instructional materials, informational literature, teaching aids, organizational plans, project plans, and materials on shop layouts. Responses to the thirteen items included in this section are graphically illustrated in Table XXV.

TABLE XXV

Services To Teachers as Performed by
Local Industrial Arts Supervisors
Part I

Items	Number			TOTAL REPLIES	Percentages		
	DESIR- ABLE	YES	NO		DESIR- ABLE	YES	NO
Distributes to industrial arts teachers:							
Lists of current industrial arts literature	168	127	49	176	95	72	28
Occupational information and lists of references	172	118	67	185	93	64	36
Plans and descriptions of projects	165	129	52	181	91	71	29
Descriptions of effective teaching procedures	170	135	45	180	94	75	25
Descriptions of effective instructional aids	173	142	37	179	97	79	21
Notices and information concerning conferences and conventions .	175	156	24	180	97	87	13
Information about new industrial products of significance .	167	126	53	179	93	70	30
General news letters	132	76	96	172	77	44	56
Courses of study and suggestive outlines in industrial arts . . .	166	130	47	177	94	73	27
Plans for shop layouts	154	113	66	179	86	63	37
Plans for shop personnel organization	147	98	76	174	84	56	44
Reports of significant research projects	150	87	83	170	88	51	49
Information about exhibits of an industrial arts nature	176	144	35	179	98	80	20

Nine of the 13 services to teachers listed in Table XXV are considered desirable by 90 per cent or more of the supervisors responding to these items. Three more are considered desirable by 80 per cent or more and one is considered desirable by slightly less than 80 per cent. From the standpoint of actual practice, all but one service is performed by at least 50 per cent of the supervisors, with some performance ratings going as high as 87 per cent.

Distributing information about exhibits of an industrial arts nature is the high item as regards desirability with 98 per cent; it is second high in actual practice with 80 per cent. The high service in practice is the distribution of information and notices concerning conferences and conventions with a performance rating of 87 per cent.

It came as rather a surprise that four services were rated higher by the supervisors than the distribution of courses of study and suggestive outlines. Even though the distribution of such instructional material did not receive the highest rating, it did, nevertheless, show up rather well both as to desirability and practice.

The one service which is performed by less than 50 per cent of the supervisors is the distribution of news letters. Seventy-seven per cent thought this service desirable, but only 44 per cent distribute such letters. This is a practice highly recommended by most writers for keeping teachers abreast with the latest developments and generally informed. It is particularly useful in systems where the supervisor is over-worked and can not make personal contacts as

frequently as he would like.

In the main, the services listed in Table XXV seem to stand up rather well both as to desirability and practice. Many supervisors stated that they would like to provide more and better services, but such was not possible until they received staff assistance.

In further assisting the teachers, the local supervisors provide many other general services. Included among these general services are assisting the teacher in formulating principles, philosophy and objectives, helping with curricula problems, evaluation, procedure problems, records, field trip planning and a great variety of other services to both the new and the experienced teacher. The responses to the items included in part two of services to teachers are shown in Table XXVI.

TABLE XXVI

Services to Teachers as Performed by
Local Industrial Arts Supervisors

Items	Number			Percentages		
	DESIR- ABLE	YES	NO TOTAL REPLIES	DESIR- ABLE	YES	NO
In assisting Industrial Arts Teachers, the Supervisor:						
Discusses principles and philosophy of industrial arts with the teacher	175	151	31 182	96	83	17
Helps the industrial arts teacher to formulate his objectives	176	152	29 181	97	84	16
Discusses with teachers his method of evaluation	168	141	37 178	94	79	21
Helps the teacher with curricula problems	171	152	26 178	96	85	15
Suggests readings which will help in solving problems that have arisen	167	123	53 176	95	70	30
Helps the teacher with procedure problems	157	134	31 165	95	81	19
Calls attention to all the good points in the teacher's program .	175	150	29 179	98	84	16
Helps the industrial arts teacher to interpret and apply the course of study	166	144	33 177	94	81	19
Assists the teacher in filling out record or report forms	129	106	65 171	75	62	38
Encourages the teacher to use new industrial products and procedures	176	146	35 181	97	81	19
Advises the teachers concerning the purchasing of equipment and supplies	173	160	19 179	97	89	11

Items	Number			Percentages		
	DESIR- ABLE	YES	NO	TOTAL REPLIES	DESIR- ABLE	YES NO
Arranges for cooperative buying of industrial arts equipment and supplies	152	122	55	177	86	69 31
Compiles and distributes industrial arts tests	104	38	135	173	60	22 78
Collects and records the results of these tests	83	22	143	165	50	13 87
Sends out safety directions and safety tests for classroom use.	167	127	57	184	91	69 31
Assists teachers in planning field trips	160	118	62	180	91	69 31
Compiles and distributes lists of motion pictures and other visual aids available for classroom use	164	131	50	181	91	72 28
Conducts orientation programs for new teachers	163	119	59	178	92	67 33
Spends extra time during first few weeks of academic year visiting and assisting new teachers	175	147	36	183	96	80 20

All but two of the 19 services listed in Table XXVI have a very high rating as to desirability. Compiling and distributing industrial arts tests is considered desirable by 60 per cent of the supervisors, and the collection and recording of the results of these tests is considered desirable by only 50 per cent. In actual practice these two items are also low with 22 per cent and 13 per cent respectively.

The establishment of rapport is considered very important by the supervisors as evidenced by the 98 per cent rating they assigned

the item of calling attention to the good points in the teachers program. This item, though not the highest, stands very well in actual practice, with 84 per cent of the supervisors stating that they make it a point to compliment the teacher on the good points of his program. Advising the teachers concerning the purchasing of equipment and supplies is the general service performed by more supervisors than any other (89%).

Special consideration and assistance is given to new or beginning teachers by 80 per cent of the supervisors, and 96 per cent stated they believed extra time should be spent with the beginning teachers during the first weeks of the academic year. Ninety-two per cent believe that orientation programs should be conducted for these new teachers, and 67 per cent actually conduct orientation programs. This point of view is consistent with the opinion of writers in the field.

Assisting the teacher in filling out record and report forms is considered desirable by 75 per cent and 62 per cent provide such assistance. One supervisor commented that if such help was needed there surely must be something wrong with the forms used. This comment rather generally expresses the opinion of those who do not perform this service.

Helping the teacher with the formulation of objectives and principles and assisting with curricula and procedure problems are services considered desirable by over 90 per cent of the supervisors, and such services are performed by over 80 per cent.

Services to Local School Administrators

must
Local Supervisors generally work very closely with local school administrators. Unless there is a close relationship between supervisor and administrator and unless each regards the other as a co-worker, neither's work can be accomplished with maximum success. Many of the best features of the supervisory program must come through the cooperation of the local administrators. Seven items are included in this section of the study and are concerned with such services as conferences with and assistance to local administrators in such matters as shop planning, curriculum reorganization, teacher promotion, coordinating industrial arts with other subjects, and local supervisory problems. The reactions of local supervisors to the items included in this section are illustrated in Table XXVII.

TABLE XXVII

Services To Local School Administrators by
Local Supervisors

Items	Number			Percentages		
	DESIR- ABLE	YES NO	TOTAL REPLIES	DESIR- ABLE	YES NO	
In dealing with local school administrators, the supervisor:						
Calls on the administrator before visiting the industrial arts teacher	131	103 63	166	79	62	38
Holds conferences with the administrator after visiting the teacher	145	104 62	166	87	63	37
Assists in adapting the industrial arts courses to the needs of the students and the facilities of the school . . .	166	143 31	174	95	83	17
Aids local administrators by coordinating industrial arts with other subject areas . . .	164	125 49	174	94	72	28
Recommends outstanding teachers for advancement . . .	159	132 36	168	94	79	21
Advises with administrators on plans for shop buildings and layouts	170	147 25	172	99	86	14
Assists in reorganizing industrial arts departments . .	170	148 26	174	98	85	15

All of the items in this section of the study have a relatively high rating both on desirability and practice. Ninety-nine per cent believe it desirable to advise with local administrators on plans for shop buildings and layouts. This item is also high on performance with 86 per cent stating they perform such service. Second high on desirability and practice is assisting in reorganizing industrial arts departments with desirability 98 per cent and performance 85 per cent.

Only one item was rated lower than 80 per cent on desirability. Seventy-nine per cent said they thought the supervisor should call on the administrator before visiting the teacher. This item also is the lowest in performance with 62 per cent. Eighty-seven per cent stated that the supervisor should hold conferences with the administrator following the visit to the teacher, and 63 per cent said they hold such conferences.

In the main, the supervisors consider their relationships with local administrators an important part of their responsibility as evidenced by their responses to the items in this section.

Evaluation Services

In his efforts to elevate the industrial arts program and to assist the teacher in improving his classroom teaching, the supervisor generally performs certain evaluation services. Eighteen such services are included in this section of the study. These services include checking such items as the use of lesson plans,

records, appearance of teacher, appearance of the laboratory, teacher's speech and mannerisms, safety devices and rules, first-aid equipment, ventilation and lighting, instructional materials, student-teacher rapport, outcomes, and enrollment. The responses of the supervisors to these items on evaluation are shown in Table XXVIII.

TABLE XXVIII

Evaluation Services Of Local Industrial
Arts Supervisors

Items	Number			Percentages		
	DESIR- ABLE	YES	NO	TOTAL REPLIES	DESIR- ABLE	YES NO
While visiting the industrial arts teacher, the supervisor:						
Notes evidence of good student-teacher relationship . .	179	163	20	183	98	89 11
Asks teacher for the lesson plan of the day's lesson . .	80	27	141	168	48	16 84
Checks the extent to which expected outcomes are met . .	121	72	92	164	74	44 56
Asks to see records of student progress	119	94	75	169	70	56 44
Asks to see records of inventory, purchase request, etc	121	103	66	169	72	61 39
Checks the appearance of the teacher	159	134	44	178	89	75 25
Checks mannerisms of the teacher	164	139	38	177	93	79 21
Checks the teacher's use of English	161	138	39	177	91	78 22
Checks teaching procedures used	175	151	29	180	97	84 16
Checks conditions of shop tools and equipment	178	160	21	181	98	88 12
Checks safety devices and safety rules employed	180	160	24	184	98	87 13
Checks general appearance of the shop	182	160	25	185	98	86 14

Items	Number			TOTAL REPLIES	Percentages		
	DESIR- ABLE	YES	NO		DESIR- ABLE	YES	NO
Checks first-aid equipment . .	157	129	49	176	94	72	28
Checks ventilation and lighting	165	138	36	174	95	79	21
Checks instructional aids being used	171	150	30	180	95	83	17
Checks size of class	161	139	36	175	92	79	21
Uses standard check sheet for recording above data . . .	100	34	136	170	59	20	80
Holds conferences with the teacher following a visit- ation	170	122	58	180	94	68	32

Twelve of the 18 items listed in Table XXVIII are considered desirable by over 90 per cent of the supervisors, and with the exception of two items the remainder have a fair to good desirability rating. Asking the teacher for his plans of the day's lesson is believed desirable by less than 50 per cent and only 16 per cent actually make such requests. The use of a standard check sheet is believed desirable by 59 per cent while only 20 per cent stated they use such a form. Four items were high on desirability with 98 per cent; these are, noting evidence of student-teacher rapport, checking conditions of tools and equipment, checking safety devices and safety rules employed, and checking general appearance of the shop. In performance these items were rated 89 per cent, 88 per cent, 87 per cent and 86 per cent respectively. Checking teaching procedures and instructional aids being used each received over 80 per cent on actual performance.

One item seemed to be exceptionally low on both desirability and practice. Only 121 or 74 per cent stated they believed it desirable to evaluate the extent to which expected outcomes are met, and only 72 or 44 per cent said they actually check this item. The difficulty of measuring such outcomes and the infrequency of visitations may account for these relatively low ratings.

Up-grading and Projection Services

In providing up-grading services, the supervisor does not, as a rule, work directly with individual teachers, but instead his efforts are directed at the profession through its organizations and schools. The supervisor may spend time with classroom teachers in an effort to stimulate professional growth and advancement, but the objective generally is not the immediate improvement of the individual teacher but a long term improvement of the whole profession. Twelve items are included in this section, and they cover a wide variety of services. These services include promoting teachers' organizations, holding group meetings with teachers, encouraging professional growth, encouraging teachers to contribute to professional literature, encouraging inter-visitations by teachers, conducting demonstrational lessons, and cooperating with teacher education institutions. The reactions of the local industrial arts supervisors to the items in this section are shown in Table XXIX.

TABLE XXIX

Up-grading and Projection Services Rendered by
Local Supervisors

Items	Number			Percentages		
	DESIR- ABLE	YES	NO	TOTAL REPLIES	DESIR- ABLE	YES NO
In performing up-grading services, the supervisor:						
Promotes the organization of industrial arts teachers' associations	168	139	37	176	95	79 21
Holds 1, 2, 3, or more group meetings each year with local industrial arts teachers (circle one) . . .	169	141	33	174	97	81 19
Encourages selected schools and teachers to introduce experimental industrial arts procedures	156	125	46	171	91	73 27
Encourages teachers to attend summer school	163	140	36	176	93	80 20
Encourages teachers to conduct needed research	160	120	54	174	92	69 31
Works closely with industrial arts teacher education institutions	162	127	53	180	90	71 29
Encourages teachers to write articles for industrial arts publications	154	93	80	173	89	54 46
Encourages teachers to visit industrial arts departments of other schools	176	146	33	179	98	82 18
Encourages teachers to make use of extension courses . .	160	124	51	175	91	71 29

Items	Number			TOTAL REPLIES	Percentages		
	DESIR- ABLE	YES	NO		DESIR- ABLE	YES	NO
Assists the industrial arts teachers in correlating their programs	170	146	27	173	92	84	16
Conducts demonstrations and sample lessons for teacher groups	121	67	104	171	71	39	61
Encourages teachers to participate in institute meetings	173	143	39	182	95	79	21

This section of the study is characterized by the high percentage rating the items received on both desirability and practice. All but two of the items received a 90 per cent or higher rating on desirability and only one service is performed by less than 50 per cent of the local supervisors. Encouraging teachers to visit industrial arts departments of other schools is rated high on desirability with 98 per cent; it is second high in actual practice with 82 per cent. The service performed by more supervisors than any other in this section is assisting the industrial arts teachers in correlating their programs. The service performed by the fewest supervisors is conducting demonstrations and sample lessons for teacher groups.

Ninety-seven per cent stated that they believed supervisors should hold group meetings each year with local industrial arts teachers, and 81 per cent said that they hold at least one such meeting yearly. Although a high percentage of the supervisors meet with teacher groups, there is, nevertheless, a wide range concerning the frequency of such meetings. Fifty-eight said they meet with teacher groups

more than three times yearly, 22 hold three meetings, 19 hold two meetings and 41 hold one meeting. Some supervisors who said they hold more than three meetings annually pointed out that they average 20 to 40 such meetings.

Promotional Services

All of the supervisor's time is not spent in working with teachers and administrators. A very important phase of his work is his relationship with the profession and the public in general. These services are believed, by many writers to be among the most important of all supervisory services. Since they are long term in nature, their influence may not be immediately felt, but few will deny the effect they have in elevating the profession. In performing these services, the supervisor attempts to familiarize the public and the profession through citizen organizations, school clubs, and radio and newspapers with the contribution of the industrial arts program.

For the purposes of this study, 11 items are included in this section, and the responses of local supervisory officers to these items are illustrated in Table XXX. Included are such promotional services as radio broadcasts, articles for newspapers, talks to service organizations, professional publications, professional conferences and conventions, educational organizations, adult education, school club activities, hobby activities, and promotional bulletins.

TABLE XXX

Promotional Services of Local Supervisors

Items	Number			Percentages		
	DESIR- ABLE	YES	NO	TOTAL REPLIES	DESIR- ABLE	YES NO
In promoting industrial arts, the supervisor:						
Organizes and/or assists in radio broadcasts	124	66	105	171	73	39 61
Prepares and sends out news items to local papers	155	120	55	175	89	69 31
Speaks to service clubs and other organizations on sub- jects related to industrial arts	167	123	54	177	94	69 31
Writes articles for (1) lo- cal, (2) state, (3) nation- al publications (underline those which apply to you.) .	152	109	66	175	87	62 38
Arranges for outstanding authorities to speak to P.T.A. and other groups on subjects related to indus- trial arts	136	74	96	170	80	44 56
Arranges for industrial arts displays and exhibits	174	148	34	182	96	81 19
Attends (1) local, (2) state, (3) national educational con- ferences and conventions (underline those which apply to you.)	181	163	22	185	98	88 12
Promotes adult education classes in industrial arts for general public	157	124	52	176	89	70 30
Promotes the formation of in- dustrial arts clubs in the schools	143	80	93	173	83	46 54

Items	Number			Percentages		
	DESIR- ABLE	YES	NO	TOTAL REPLIES	DESIR- ABLE	YES NO
Promotes "Home Workshop" idea	161	113	65	178	90	63 37
Writes promotional bulletins for local distribution	117	50	115	165	71	30 70

Only two services have a rating of less than 80 per cent on desirability; writing promotional bulletins (71%) and organizing and assisting in radio broadcasts (73%). These two items are also low in actual practice. Only 30 per cent of the local supervisors stated they write promotional bulletins and only 39 per cent participate in radio broadcasts. The high item, both on desirability and performance, is attending educational conferences and conventions. Ninety-eight per cent stated they believed attendance at such meetings is desirable and 88 per cent actually attend. The supervisors also were asked to indicate which of three types of conventions and conferences they attend; 135 attend local meetings, 142 attend state meetings and 87 attend national meetings.

Arranging for industrial arts displays and exhibits is considered an important function as evidenced by the responses to this item. Ninety-six per cent think this service desirable and 81 per cent arrange for such exhibits and displays.

Writing articles for professional publications is considered desirable by 87 per cent, while 62 per cent stated they actually have written such articles. Seventy-two have written articles for local

publications, 54 for state publications and 29 for national publications.

Summary of Policies and Practices of Local Supervisors

As was the case on the state level, supervisory practice is lagging well behind supervisory theory. This lag is illustrated by the relationship between supervisory services performed and opinions concerning the desirability of supervisory services. Considerable detail is connected with a functioning program of supervision on the local level, and unless adequate staffs are provided, many of the desirable services must go unperformed.

As was pointed out earlier in the study, only 53 local supervisors devote 50 per cent or more of their time to industrial arts supervision. Almost without exception, it is the full-time supervisor or the supervisor who devotes a high percentage of his time to industrial arts supervision who performs the highest number of desirable services. However, even some full-time supervisors are limited in the services they can perform by the size and organization of their systems. As a general rule, the vocational supervisors, the general education supervisors, and the supervisors of other classifications are too busy with other responsibilities to provide consistently the services they express as being desirable.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

In broad terms, the purpose of this investigation has been to determine the status of industrial arts supervision in the United States on the state and local levels as it relates to the training and experience and policies and procedures of the supervisors. Since the study was concerned with the supervision of industrial arts on two distinct levels, (1) state supervision and (2) local supervision, objectives for each level were formulated. The major objectives of this study as they relate to state supervision of industrial arts are:

1. To establish certain basic policies and procedures upon which successful programs for state supervision of Industrial Arts may be built.
2. To discover the extent to which these basic policies are adopted and procedures practiced by the supervisors generally responsible for the supervision of industrial arts on the state level.
3. To evaluate, in so far as possible, present policies and procedures of these supervisors.
4. To survey, within limitations, the preparation and experience of the personnel who are generally responsible for the supervision of industrial arts on the state level.

The major objectives of this study as they relate to local supervision of industrial arts are:

1. To establish certain basic policies and procedures upon which successful programs of local supervision of industrial arts may be built.
2. To discover the extent to which these basic policies are adopted and procedures practiced by local industrial arts supervisors.

3. To evaluate, in so far as possible, present policies and practices of these supervisors.
4. To survey, within limitations, the preparation and experiences of the local supervisors of industrial arts.

Furthermore, it was intended:

1. To arrive at some conclusions regarding both state and local supervision of industrial arts.
2. To project some direction for future study and development of problems related to the supervision of industrial arts.

The introductory chapter of this study traced the evolution of supervision from its earliest form of selection and inspection to the modern concept of cooperative improvement of the teaching-learning situation through the democratic, cooperative and creative participation of all.

The need for the study was also established in chapter one. References were made to other investigations, but it was pointed out that no similar study of this type and scope has been made.

The procedure used in making this study was divided into six distinct steps.

First. A critical analysis of literature was made in an attempt to establish basic principles and procedures for the supervision of industrial arts both on the state and local levels.

Second. The investigator corresponded with Dr. John R. Ludington, Specialist in Industrial Arts, of the United States Office of Education. Dr. Ludington provided much help and encouragement in the early stages of this investigation; he also

furnished a list of names and addresses of personnel within each state responsible for the supervision of industrial arts on the state level.

Third. The various state officials generally responsible for state supervision of industrial arts were then sent a form which asked for their assistance on two problems: (1) An expression of willingness to contribute to this study by filling out a questionnaire and (2) the selection of from six to twelve representative school districts within their respective states that have industrial arts supervisors who could be contacted concerning supervision of industrial arts on the local level. All 48 states were contacted and educational officers in 47 states responded to this request and expressed a willingness to cooperate. The state officials generally responsible for state supervision of industrial arts were then mailed questionnaires. The questionnaire was sent to each of the 48 states and 41 were returned completed. This questionnaire was divided into two parts. Part I was concerned with general information such as training and experience of state supervisors. Part II was concerned with policies and procedures of the state officers. The second part of this questionnaire was divided into five main divisions: (1) general practices, (2) services to teachers, (3) services to local school administrators, (4) upgrading and projection services, and (5) promotional services. Items were listed under each of these five categories and the supervisor was asked to express his opinion as to the desirability

of the services described in each item; he was also asked to indicate whether he or a member of his staff provided the services described.

Fourth. The various local supervisors of industrial arts who were selected by the state officials as being supervisors of representative districts were then contacted by means of a questionnaire. Two hundred and eighty-six questionnaires were mailed out and 216 were returned, of which 191 were useable. The plan of this questionnaire corresponds with the one sent to the state officials. However, in detail it differed sharply and contained many more items. Part II of this questionnaire was divided into six main categories; the five used on the state level plus one on evaluation services.

Fifth. A critical analysis of responses to the questionnaires was made. The responses were recorded on "master" check sheets and the data were then analyzed and interpreted.

Six. Certain conclusions were then drawn from the analysis made. Additional conclusions and recommendations will be presented in this chapter.

In the section on the location of the study, it was pointed out that each state was given adequate opportunity to participate. Supervisory officers from 41 states completed the questionnaire. To obtain a representative sample of local districts, the state officials of the various states were asked to supply a list of representative school districts that have local supervisors of

industrial arts. One hundred and ninety-one local supervisors from 41 different states contributed to this study.

In the section on definition of terms in Chapter I, the introduction of industrial arts into the school curriculum was described and some definitions were proposed. An effort was made to differentiate between the functions of a state supervisor and local supervisor. It was pointed out that while local supervision is directly concerned with the classroom teacher and his problems, state supervision is more concerned with long term programs of improvement. Both have as their objective the improvement of the teaching-learning situation; they differ only in method. In general, the chief functions of state supervisors seem to be in the areas of leadership, research, and broad services to teachers and local administration. The functions of local supervisors are much more specific and detailed with a major emphasis upon day-to-day contact with classroom teachers for the specific purpose of direct aid and service.

It was discovered that the functions of the supervisors on both levels are many, but greater detail is associated with local supervision. Considerable variation was also discovered concerning specific supervisory policies and services throughout the country. Supervisory services on both levels generally stem from needs.

In Chapter III the findings of the investigation were presented. On the basis of what was discovered through an analysis of

literature, two questionnaires were prepared, one for state level supervision and one for local level supervision. Each questionnaire was divided into two parts; Part I - General Training and Experience of Supervisory Officers and Part II - Policies and Practices of Supervisory Officers. The responses to each item included in the questionnaires were recorded and analyzed.

Chapter III, Investigation and Findings, was divided into four main sections. A summary of the findings of this investigation will be presented on the following pages.

General Training and Experience of State Officers Responsible For Supervision of Industrial Arts on the State Level

At the present time only eight states have officially designated state industrial arts supervisors. Other states provide for a limited amount of supervision through vocational supervisors and general supervisors.

The range in years of service of state supervisory officials is from one year to 25 years, with a median of approximately four years.

Thirty of the state officers have held other supervisory positions; the median is approximately nine years. Not all of this supervisory experience, however, was gained in education; some came through positions held in business and industry.

The most frequent location of state level industrial arts supervision is within the division of trade and industrial education.

Twenty-eight of the 41 are so located. Only eight are full-time industrial arts supervisors; eight others are general education supervisors and are special type advisers and consultants.

Over 50 per cent of the 41 states officers devote ten per cent or less of their time to industrial arts supervisory duties. Six devote 100 per cent of their time to this service, and as would be expected, these are full-time state industrial arts supervisors.

Thirty have taught industrial arts subjects on the secondary level and 15 have taught industrial arts on the college level. The range for the 30 with secondary teaching experience is two to 24 years with a median of seven years. For those with college teaching experience the range is one year to 35 years with a median of approximately three years.

Fifteen of the supervisors indicated that they have had experience teaching the trade and industrial subjects. The approximate median for this group is four years.

Concerning the highest degree earned by this group, 28 fall into the master's group, six have doctor's degrees, three have bachelor's degrees and four did not specify degrees.

Nineteen have undergraduate majors in industrial arts; other undergraduate majors are well scattered throughout the college curriculum. Nineteen graduate majors are in industrial education and 12 are in education. Undergraduate and graduate minors are distributed throughout 21 areas of the college curriculum; the

high is education with nine.

Thirty-one stated they have had college course work in supervision. This varied from very limited introductory courses to extensive work in the field.

Some time in their careers, 28 of the state officers have had trade or industrial experience. The range is from two to 15 years, with a median of approximately six years.

Sixteen of the 41 state officers have some assistance in their supervisory work, but the extent of such assistance varies considerably. The range in variability is from one assistant who devotes only five per cent to six full-time (100%) supervisory assistants. A total of 28 staff members were listed by the 16 state supervisors.

Seventeen supervisors stated their states publish state courses of study and several others said that such publications were in preparation or being strongly considered.

General Training and Experience of Local Officers Responsible For Supervision of Industrial Arts on the Local Level

The 191 local supervisory officers, representing school systems in 41 states, are known by 38 different titles. Only 41 have titles that identify them solely with industrial arts. The remaining 142 are, for the most part, vocational supervisors; although a few are general supervisors or special service supervisors.

For the 189 responding to the inquiry concerning the number of years of service in their present position, the range is from

one year to 44 years, with a median of approximately six years. Only 34 of the local supervisors have been in their present positions for more than 15 years.

Slightly over 50 per cent of the local supervisors stated that they have held other supervisory positions in educational work, business, or industry. The range for such experience is from one year to 40 years, with an approximate median of five years.

As was the case on the state level, the most frequent location for industrial arts supervision on the local level is within the division of trade and industrial education. Seventy-one of the supervisors are of this type, 44 are full-time industrial arts supervisors, 36 are department heads with some supervisory responsibility, and 32 are supervisors of special classification. Included in this last group are administrative assistants, supervisory teachers, directors of vocational education, supervisory principals, and coordinators of occupations.

One hundred and nineteen supervisors stated that they devote 50 per cent or less of their time to industrial arts supervision. Only 36 indicated that they spent all of their working time on this activity. In almost every case where a high percentage of time is devoted to industrial arts supervision, the officer doing the supervision is an industrial arts supervisor, director, coordinator, or consultant. Whenever the supervision of industrial arts is assigned to other divisions, such as vocational education or general

education, a proportionally small amount of time is devoted to this activity.

Secondary school teaching experience is claimed by 175 of the supervisors. The range for such experience is from one year to 44 years with an approximate median of twelve years. In addition to secondary experience, 40 local supervisors have had college teaching experience. The median for this group is approximately two years.

Experience in teaching the trade and industrial subjects is claimed by 99 local supervisors. The range for such experience is from one year to 33 years with a median of approximately five years.

Six of the local supervisory officers have earned the doctor's degree, 103 have master's degrees, 64 have bachelor's degrees and 18 did not specify degrees.

Of the 191 supervisors, 117 have undergraduate majors in industrial arts, 15 others are in education, and 10 are in engineering. The remaining are well scattered throughout eight other subject areas. Thirty-one did not specify an undergraduate major. Forty-eight graduate majors are in education; 42 are in industrial education; and 15 are in vocational education. Undergraduate and graduate minors are distributed throughout 22 areas of the college curriculum, with the largest number (51) in education.

The majority of school officers responsible for supervision of industrial arts on the local level have had college course work in supervision. One hundred and fifty-three stated they had taken

courses in supervision, 35 said they have had no such work, and three did not respond to this item. Some stated they had taken introductory courses only while others claimed majors and minors in it.

Some time in their careers, 164 of the local supervisors have had trade and industrial work experience. There is considerable variability in the extent of such experience. The range is from one year to 33 years with an approximate median of five years.

Twenty-three supervisors have some assistance in their supervisory work, but the degree of such assistance varies considerably. The range is from one assistant devoting 10 per cent to five assistants devoting all of their time to such service. A total of 30 staff members were listed by 23 supervisors stating that they have staff help.

One hundred and forty-one of the local supervisors stated their school system has a published course of study. Several others said such a publication was in preparation or was being strongly considered. Such instructional material is, for the most part, prepared cooperatively by the teachers and supervisory staffs.

Policies and Practices of State Officers Responsible for
Supervision of Industrial Arts on the State Level

General practices of state supervisors include such broad services as visitation, evaluation, certification, distribution of courses of study, research, clearing house activities, reports, and

records. Research activities are considered desirable by more state supervisors than any of the other general practices. However, from the standpoint of actual performance, reporting back to the local school system the results of the visitation and his recommendations heads the list with 65 per cent stating they perform this service. The low item, both on desirability and actual practice, is approval for certification of all industrial arts teachers before permitting them to teach.

The section on services to teachers included the distribution of instructional materials, informational literature, teaching aids, organizational plans, project plans, and materials on shop layouts. Although a high percentage of the supervisors consider these services to teachers desirable, a much smaller percentage provides such services. Of the 10 services in this section, the distribution of course of study materials was considered the most important. Four other services received close to a 90 per cent rating on desirability; they were, distribution of plans for shop layouts, notices and information concerning conferences and conventions, descriptions of effective instructional aids and teaching procedures, and lists of recent industrial arts literature. In actual practice, only three services are performed by 50 per cent or more of the state officers. These three are: the distribution of courses of study revisions and suggestive outlines, plans for shop layouts, and notices and information concerning conferences and conventions.

Many of the services that state officers render to teachers come indirectly through contacts with local school administrators. The items included in this section of services to local school administrators cover such practices as holding conferences with and assisting local administrators in such matters as selection of equipment, shop planning, teacher selection, local supervisory problems, recent developments in industrial arts, and coordinating industrial arts with other subjects. The only service to receive less than a 90 per cent rating on desirability was assistance in teacher selection with 57 per cent. The services considered most desirable and performed by more supervisors than any other were advising and assisting in industrial arts shop planning and calling on local administrators and holding conferences with them.

Up-grading and projection services were believed by many to be among the most important services performed by the state supervisory officers. The services included in this section received a high rating both on desirability and actual performance. Included were such services as promoting teachers' associations, holding sectional meetings with teacher groups, encouraging research and experimentation, encouraging further education and professional growth, cooperating with teacher education institutions, and extending industrial arts programs in the public schools. All of the items received an 80 per cent or higher rating on desirability. In actual practice, the two services provided by more supervisors than

any others were: encouraging teachers to continue their education through attendance at summer schools and working closely with teacher education institutions. The low item in actual practice, with 38 per cent, was encouraging selected schools and teachers to introduce experimental industrial arts procedures; however, 87 per cent thought this a desirable service.

Eight items were included in the section on promotional services. These were the services which place the supervisor in front of the public as a representative of his profession. Included are such services as radio broadcasts, articles for newspapers, talks to service groups, professional publications, professional conferences and conventions, adult education, club activities, and promotional bulletins. This section was characterized by high and low ratings both as to desirability and actual practice. Attending educational conferences and conventions was high both on desirability and performance with 97 and 66 per cents respectively. The low item on desirability was preparation of news items for local papers (66%) and low on performance was assisting in radio broadcasts (12%).

Policies and Practices of Local Officers Responsible for Supervision of Industrial Arts on the Local Level

While only eight items were included in the section on general practices on the state level, 18 were used on the local level. This increase is due to the greater detail connected with local supervision. Such functions as visitations, records, reports, teacher

selection, evaluation, and research were included. A great variety of responses was evidenced both on desirability and performance. Visiting each industrial arts teacher at least once each year rated 100 per cent on desirability and 87 per cent in practice. The low item on desirability and performance was also concerned with visitations. Only 13 per cent stated they believed it desirable for the supervisor to visit only when his services are requested and only eight per cent actually conduct their visits on this basis. Working closely with school principals and department heads is the second highest item regarding desirability with 98 per cent rating; in performance it has the highest rating of 90 per cent. Rating the industrial arts teacher is believed desirable by nearly 50 per cent of the local supervisors and 26 per cent stated they actually make such ratings in their reports.

The section on services to teachers on the local level was divided into two parts. Part one was concerned with the distribution of certain kinds of instructional materials, and part two was concerned with a wide range of general services. Part one was characterized by the high percentage ratings both on desirability and performance. Only one service, the distribution of a general news letter, is performed by less than 50 per cent of the responding supervisors, and from the standpoint of opinion, 77 per cent stated they believed this practice desirable. Distributing information about exhibits of an industrial arts nature is the high item as regards desirability with 98 per cent; in performance it is record

high with 80 per cent. The high service in practice is the distribution of information concerning conferences and conventions.

Included in part two of services to teachers were such functions as assisting the teacher in formulating principles, philosophy and objectives, helping with curricula problems, evaluation, procedure problems, records, and field-trip planning. All but two of the 19 services listed had a very high rating on desirability; these two were compiling and distribution of industrial arts tests and collecting and recording the results of these tests. Calling attention to the good points in the teacher's program received 98 per cent on desirability and 84 per cent on performance. Advising with the teacher concerning the purchasing of equipment and supplies is the general service performed by more supervisors than any other (89%).

Seven items were included in the section on services to local school administrators and were concerned with such functions as conferences with and assistance to local administrators in such matters as shop planning, curriculum reorganization, teacher promotion, coordinating industrial arts with other subjects, and local supervisory problems. All of the items in this section had a relatively high rating both on desirability and practice. The high item on desirability and performance was advising with administrators on plans for shop buildings and layouts, and second high on both points was assisting in reorganizing industrial arts departments. The low

item, with 79 per cent, was calling on administrators before visiting teacher; this item was also the lowest in performance (62%).

In his efforts to assist the teacher, the supervisor performs many evaluation services; these include checking such items as lesson plans, records, appearance of teacher, appearance of laboratory, teacher's speech and mannerisms, safety devices and rules, first-aid equipment, ventilation and lighting, instructional materials, student-teacher rapport, outcomes, and enrollment. Asking the teacher for his plans of the day's lesson is believed desirable by less than 50 per cent and only 16 per cent actually make such requests. Another low item on both points is the use of standard check sheets for recording results of evaluation. Four items in this section were high with 98 per cent on desirability; they were, noting evidence of student-teacher rapport, checking conditions of tools and equipment, checking safety devices and safety rules employed, and checking general appearance of shop. In actual practice, all of the services are performed by over 85 per cent of the local supervisors.

Up-grading and projection services include promoting teachers' organizations, holding group meetings with teachers, encouraging professional growth, encouraging teachers to contribute to professional literature, encouraging inter-visitations by teachers, conducting demonstrational lessons, and cooperating with teacher

education institutions. All but two items received a 90 per cent rating on desirability; ratings on actual performance were also high. Encouraging teachers to visit industrial arts departments of other schools was high on desirability with 98 per cent; it rated second high (82%) in practice. The high item in practice was assisting the teachers to coordinate their programs (84%). The low item was conducting demonstrations and sample lessons for teacher groups with 71 per cent on desirability and 39 per cent on performance.

The promotional services are long term in nature and are attempts by the supervisor to familiarize the public and the profession through citizen organizations, school clubs, radio, and newspapers with the contributions of the industrial arts program. Only two of the 11 services listed in this section had a desirability rating of less than 80 per cent. These two were; writing professional bulletins (71%) and organizing and assisting in radio broadcasts (73%). These two items were also low in actual practice. The high item on both points was attending educational conferences and conventions and the second high was arranging for industrial arts displays and exhibits.

Conclusions

1. There is a definite need for improvement and expansion of state and local supervision of industrial arts.
2. Supervisory practices are lagging well behind supervisory theory on both the state and local levels.

3. The training and experience of many of the present state and local supervisory personnel are generally not of the kind most needed for the adequate supervision of industrial arts.

4. Because of divided responsibilities, most of the vocational supervisors and general supervisors are unable to provide many of the desirable and necessary services for industrial arts teachers and school administrators.

5. Desirable supervisory practices in industrial arts are performed more consistently and with greater regularity whenever the responsibility for supervisory services is placed with special industrial arts supervisors.

6. State and local industrial arts supervisors need staff assistance if more and better supervisory services are to be provided.

7. On the state level, the services most generally emphasized are those relating to the improvement of personnel.

8. There is considerably more detail connected with supervision on the local level than on the state level; in addition, there is a tendency for a better balance among the various types of services provided by the local supervisors.

9. There is need for clearer statements and understandings of the substance and procedures of industrial arts supervision on both the state and local levels.

10. There is evidence of a need on the part of some of the state and local supervisory personnel for clearer concepts of the meaning of democratic, cooperative, and creative supervision.

Recommendations - State Level

1. A state supervisor of industrial arts should be appointed in each state that offers industrial arts in the public schools. This supervisor should be a full-time official with a background of experience and training particularly suited to this field of service, together with a knowledge and appreciation of the principles and objectives of general education and supervision. Within those few states whose population will not justify the appointment of such a full-time official, provisions should be made for a position which combines this service with another, preferably allied, field of service. If such combination positions are established, organizational and time schedules should be prepared and adhered to, in order that one field does not monopolize the official's time at the expense of the other.

2. It is recommended that adequate staffs be appointed to assist with the supervisory functions. Such staff members should be as properly trained and as wisely selected as the chief supervisory officer. Appointments of supervisory staffs are particularly necessary in those states which, at the present time, are unable to provide necessary and desirable services because of overloaded schedules and unspecified responsibilities of the supervisory

personnel.

3. Clearer definitions should be made by the state supervisory officers of their duties and services. These definitions should be made following comprehensive studies concerning the substance and procedure of state supervision of industrial arts and with the full cooperation and assistance of the teachers, the administrators, the profession, and the public in general. A prior opinion by supervisors alone is not enough.

4. State supervisors should write articles for state and national publications concerning the substance and procedure of supervision.

5. Standardization of titles and terminology as well as policies and practices would be desirable for the purpose of clarity. Such standardization would also be of value in putting a floor under state supervision. For the purposes of standardization and professionalization, it is recommended that a national association of state industrial arts supervisors be organized. Such an organization might be patterned similar to the National Association of Industrial Teacher Trainers.

6. It is recommended that more research be conducted concerning state supervision of industrial arts. Studies are needed concerning such problems as the location of the responsibilities for industrial arts supervision; the preparation and selection of state supervisory officers including personal qualifications, education

and experience; the aims and objectives of state supervision; comparative studies of the supervisory programs of the various states; analysis of activities and time schedules of supervisors; supervisory records and reports; and reactions of teachers and school administrators to state supervisory services. These and many other studies would be helpful in obtaining a better understanding of state level supervision and its service potential.

7. It is recommended that an improved organizational relationship be established between state and local supervisor in order that state supervisors may devote more of their time to the establishment of general principles and policies; and that the local supervisors may, in turn, be freed of many of their present duties, which now overlap with those of the state supervisors, in order to devote more time to the details called for at the local level.

Recommendations - Local Level

1. A local supervisor of industrial arts should be appointed in each school system whose industrial arts offerings will justify such an appointment. Wherever possible, this should be a full-time official with a background of experience and training commensurate with the responsibilities of such a position. In those systems whose school population will not justify the appointment of a full-time official, provisions should be made for a position which combines this service with another, closely allied, field of service.

In some cases, the size of the school population may preclude such a combination position. In this event, it is recommended that a superior industrial arts teacher be freed from some of his teaching load in order to provide supervisory services for his colleagues. Such appointments, however, should not be made unless adequate time is provided for the performance of these services. Duties of this nature should not be assigned in addition to a full-time teaching load.

2. It is recommended that adequate staffs be appointed to assist with the local supervisory functions. Such staff members should be as properly trained and as wisely selected as the chief supervisory officer. All officers should have a broad background in and an understanding of the principles and objectives of general education; they should have training and teaching experience in industrial arts and should understand the modern concepts of supervision. Appointments of supervisory staffs are particularly necessary in those school systems where present supervisory officers are unable to provide necessary services because of overloaded schedules and divided responsibilities.

3. Clearer definitions should be made by the local supervisors of their duties and services. Differentiation is necessary between state and local supervision. Definitions should be based on comprehensive studies concerning the substance and procedure of local supervision of industrial arts. Such studies should be cooperative

undertakings and based on student, teacher, school, and community needs.

4. It is recommended that local supervisors contribute to the professional literature on a much greater scale.

5. Standardization of titles and terminology as well as policies and practices would also be desirable on the local level. Such standardization should not "fence in" a program or destroy individuality and creativeness, but should be aimed at providing minimum essentials at all levels. For the purposes of standardization and professionalization, it is recommended that state and national associations of industrial arts supervisors be organized.

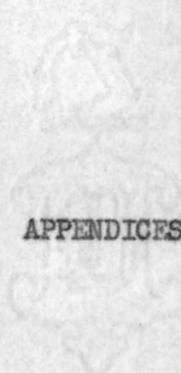
6. It is recommended that more research be conducted concerning local supervision of industrial arts. Such research as outlined in the recommendations on the state level would be desirable.

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APPENDICES

ADVANCE BOND

An LL BROWN Paper

APPENDIX A

ADVANCE BOMB

Dear Mr. :

For the past eight years I have been a member of the industrial arts department at Fresno State College (California). During this time, among my other duties, I was charged with the responsibility for the supervision of directed teaching. This experience impressed upon me the realization of the important contribution that supervision can make to the field of industrial arts.

At the present time I am associated with Oregon State College conducting a research project aimed at the determination of the status of supervision of industrial arts in those States that have a State Supervisor or Consultant of Industrial Arts. This research project is designed to illuminate the status of supervision of industrial arts on the national, state, and local levels.

Dr. John R. Ludington, Specialist in Industrial Arts for the U. S. Office of Education, has referred you to me as the person in your state to contact concerning certain information. I would most sincerely appreciate your assistance on two problems: 1) Will you be willing to contribute to this study by filling out a short questionnaire that I will send you within a few weeks? No questions of an embarrassing nature will be asked, and the questions will be the short, easy answer type.

2) Will you list on the enclosed form six to twelve representative school districts within your state that have industrial arts supervisors whom I can contact concerning supervision at the local level?

No research project of national scope would be complete without an accurate picture of what is developing within the various states. Its completion depends upon your contribution of data. Your cooperation in connection with this research project will be most graciously appreciated. I shall be more than pleased to send you a summary of the results of this study.

Very sincerely yours,

Horace O. Schorling,
School of Education,
Oregon State College,
Corvallis, Oregon

STATUS OF SUPERVISION IN
INDUSTRIAL ARTS

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I will be willing to contribute to this study by filling out a
will not
questionnaire.

The following are representative school districts within the state of
_____ that should be able to furnish valuable infor-
mation for this study.

- NOTE: 1. Whenever possible please furnish the name
of the industrial arts supervisor for each
district.
2. For the purposes of this study it will not
be necessary to arrange the listing accord-
ing to any standards of quality.

1. School District _____
Address _____
Name of Supervisor _____
2. School District _____
Address _____
Name of Supervisor _____
3. School District _____
Address _____
Name of Supervisor _____
4. School District _____
Address _____
Name of Supervisor _____

5. School District _____
Address _____
Name of Supervisor _____
6. School District _____
Address _____
Name of Supervisor _____
7. School District _____
Address _____
Name of Supervisor _____
8. School District _____
Address _____
Name of Supervisor _____
9. School District _____
Address _____
Name of Supervisor _____
10. School District _____
Address _____
Name of Supervisor _____
11. School District _____
Address _____
Name of Supervisor _____
12. School District _____
Address _____
Name of Supervisor _____

Dear Mr. :

A few weeks ago I wrote you a letter describing a national project that I am conducting designed at determining the development, evolution and present status of supervision of industrial arts.

I recognize that men in your position have many and great responsibilities, and it is not my wish to rush you. I write this letter only as a check in the event that my first letter did not reach you or in case it has been mislaid. To date forty-four states have responded; the State of is one of four yet to be heard from.

A study of this kind is unusual in that to be significant all states must be included. I am particularly eager that the State of be included in the final report.

I am enclosing a form which should require only a few minutes of your time to fill out. I need two kinds of information: 1) Will you be willing to contribute to this study by filling out a short questionnaire that I will send to you within a few weeks? No questions of an embarrassing nature will be asked, and all questions will be the short, easy answer type. 2) Will you list on the enclosed form six to twelve representative school districts within your state that have industrial arts supervisors, departments heads, etc. whom I can contact concerning supervision at the local level?

No research project of national scope would be complete without an accurate picture of what is developing within the various states. Its completion depends upon your contribution. Your cooperation will be most sincerely and graciously appreciated. I shall be more than pleased to send you a summary of the results of this study.

Very sincerely yours,

Horace O. Schorling
School of Education
Oregon State College
Corvallis, Oregon

CHAS. L. BROWN, JR.

APPENDIX B



SCHOOL OF EDUCATION
OREGON STATE COLLEGE
CORVALLIS, OREGON

Dear Sir:

Thank you for your expression of willingness to assist in this national study of supervision of industrial arts and for the service you have already rendered by supplying me with a list of representative local school districts in your state. A questionnaire is being prepared to send to local supervisors to determine practices at the local level. A copy of this questionnaire, when completed, will be sent to you for your files. The study is progressing nicely and the responses are most gratifying.

The purpose of the enclosed questionnaire is to obtain the most accurate statements concerning the present status of state supervision of industrial arts as is possible within the framework of such a complex field of service.

Your cooperation in responding to the items in the questionnaire will be most sincerely appreciated. All responses will be held in the strictest confidence. If you want a summary of this study, please indicate in the space provided in the questionnaire. The duplicate questionnaire is for your files. A stamped, self-addressed envelope is enclosed for your convenience.

As the academic year is rapidly drawing to a close an early response to this questionnaire will be appreciated.

Sincerely yours,

Horace O. Schorling

STATUS OF INDUSTRIAL ARTS SUPERVISION

PART I

Name _____ State _____

Official Title _____

Number of years in present position? _____

Other positions of supervision in education or industry?	No. of Years
_____	_____
_____	_____
_____	_____

Are you (1) a full-time industrial arts supervisor; (2) a trade and industrial education supervisor devoting part-time to supervision of industrial arts; (3) a general education supervisor devoting part-time to supervision of industrial arts? Circle one (1, 2, 3)

If you circled 2 or 3 in the above question, approximately what percentage of your time do you devote to industrial arts supervision?

_____.

Number of years of industrial arts teaching experience:

Junior High School level	_____
Senior High School level	_____
Colleges and Universities	_____
Others	_____

Number of years experience teaching trade and industrial education

What academic degrees do you hold?

DEGREE	MAJOR	MINORS	YEAR
AB, BS	_____	_____	_____
MA, MS, MEd	_____	_____	_____
PhD, EdD	_____	_____	_____
Others	_____	_____	_____

Have you had college course work in supervision? _____

Number of years of trade or industrial experience? _____

Does your state have a published course of study for industrial arts? _____

Are such courses of study prepared (1) by the state officers (2) by the industrial arts teachers under your direction? Circle one.
(1, 2,)

Titles of associate or assistant staff members (exclusive of clerical help).	% of their time devoted to industrial arts supervision.
_____	_____
_____	_____
_____	_____

PART II

Instructions: If the practice seems desirable even though time does not permit you to perform such a service, place an X in the "Desirable" column; if you or a member of your staff performs the service, place an X in the "Yes" column; if you do not perform the service, place an X in the "No" column.

DESIRABLE YES NO

1. Regularly visits and evaluates the industrial arts departments throughout the state.
2. Approves for certification all industrial arts teachers before permitting them to teach.
3. Responsible for distribution of state courses of study in industrial arts. . . .
4. Conducts surveys to determine needs and desirable practices.
5. Uses his office as a clearing house for questions and problems of teachers
6. Keeps a written record of all visits and conferences.
7. Makes regular reports to state superintendent.
8. Reports back to the local school system the results of his visitations and his recommendations.

Distributes to industrial arts teachers:

9. Lists of recent industrial arts literature.
10. Occupational information and lists of references.

DESIRABLE YES NO

11. Plans and descriptions of projects.
12. Descriptions of effective instructional aids and teaching procedures.
13. Notices and information concerning conferences and conventions.
14. Information about new industrial products of significance.
15. General news letters
16. Course of study revisions, and suggestive outlines in industrial arts.
17. Plans for shop personnel organization
18. Plans for shop layouts.

Serves local school districts by:

19. Calling on local administrative officers and holding conferences with them
20. Working closely with local industrial arts supervisors.
21. Advising in the selection and purchasing of equipment.
22. Advising and assisting in industrial arts shop planning.
23. Assisting in teacher selection.
24. Assisting administrators with local supervision problems
25. Acquainting local administrators with recent developments concerning industrial arts.
26. Aiding local administrators by coordinating industrial arts with other subject areas on the state level.

In performing up-grading services, the state supervisor:

27. Promotes the organization of industrial arts teachers' associations
28. Holds 0, 1, 2, 3, or more (circle one) sectional meetings each year with industrial arts teachers throughout the state . . .
29. Encourages selected schools and teachers to introduce experimental industrial arts procedures.
30. Encourages teachers to conduct needed research
31. Encourages teachers to attend summer school .

DESIRABLE YES NO

32. Works closely with industrial arts teacher-education institutions throughout the state and solicites their help in state-wide planning.
33. Visits schools not having industrial arts departments and promotes introduction of industrial arts courses

In promoting industrial arts, the state supervisor:

34. Organizes and/or assists in radio broadcasts.
35. Prepares and sends out news items to local papers.
36. Speaks to service clubs and other organizations
37. Writes articles for state and national publications.
38. Attends state and national educational conventions and conferences
39. Promotes adult education classes in industrial arts
40. Promotes the formation of industrial arts clubs in high schools and colleges
41. Writes promotional bulletins for state-wide distribution

Check here if you wish a summary of this study _____

Any other pertinent information or comments that you care to contribute will be appreciated. _____

APPENDIX C

ADVANCE BOND

WILL BROWN

SCHOOL OF EDUCATION
OREGON STATE COLLEGE
CORVALLIS, OREGON

April 5, 1950

Dear Sir:

For the past eight years I have been a member of the Industrial Arts Department at Fresno State College (California). During that time I was responsible for the supervision of directed teaching. This experience impressed upon me the importance of supervision to the field of industrial arts.

At the present time I am associated with Oregon State College conducting a research study aimed at the determination of the status of industrial arts supervision both on the state and local levels.

Each state office of education has filled out a questionnaire concerning state supervision of industrial arts. In addition I was furnished with a list of from one to twelve representative school districts within the state that could supply valuable data for this national investigation. Your state office has listed your district as one such representative district.

The purpose of the enclosed questionnaire is to obtain the most accurate statements concerning the present status of local supervision of industrial arts as is possible within the framework of such a complex field of service. At first glance the questionnaire may seem quite lengthy; however it is so designed as to require only about 20 minutes of your time.

No research project of national scope would be complete without an accurate picture of developments on the local level. Your cooperation in responding to the items in the questionnaire will be most sincerely appreciated. All responses will be held in the strictest confidence. A stamped, self-addressed envelope is enclosed for your convenience.

As the academic year is rapidly drawing to a close, an early response to this questionnaire will be appreciated.

Sincerely yours,

Horace O. Schorling

STATUS OF INDUSTRIAL ARTS SUPERVISION

PART I

Name _____ School District or School System _____

State _____ Official Title _____

Number of years in present position? _____

<u>Other positions of supervision in education or Industry?</u>	<u>No of Years</u>
_____	_____
_____	_____
_____	_____

Are You:

% of your time devoted to Industrial Arts Supervision.

1. A full-time industrial arts supervisor? _____

2. A trade and industrial education supervisor devoting part-time to industrial arts supervision? _____

3. A general education supervisor devoting part-time to industrial arts supervision? _____

4. A department head devoting part-time to industrial arts supervision? _____

5. Other? _____

Number of years of industrial arts teaching experience:

Junior High School level _____

Senior High School level _____

Colleges and Universities _____

Others _____

Number of years experience teaching trade and industrial education?

What academic degrees do you hold?

<u>DEGREE</u>	<u>MAJOR</u>	<u>MINORS</u>	<u>YEAR</u>
AB, BS	_____	_____	_____
MA, MS, MEd	_____	_____	_____
PhD, EdD	_____	_____	_____
Others _____	_____	_____	_____

Have you had college course work in supervision? _____

Number of years of trade and industrial experience? _____

Does your school system have a course of study for industrial arts other than a state course of study? _____

Are such courses of study prepared by: (Check one)

1. Administrative or supervisory staff? _____
2. Industrial arts teachers under direction of supervisory staff? _____
3. Other? _____

Titles of associate or assistant staff members (exclusive of clerical help). List each member on a separate line. _____ % of their time devoted to industrial arts supervision. _____

PART II

Instructions: If the practice seems desirable, even though time does not permit you to perform such a service, place an X in the "Desirable" column; if you or a member of your staff performs the service, place an X in the "Yes" column; if you do not perform the service, place an X in the "No" column.

General Practice

DESIRABLE YES NO

1. Visits each industrial arts teacher 1, 2, 3, or more (circle one) times each year. . . .
2. Visits only when called upon
3. Announces his visits in advance.
4. Works closely with school principals and department heads.

DESIRABLE YES NO

5. Keeps a written record of all visits and conferences.
6. Makes a written report to the teacher concerning the results of his visitation and his recommendations.
7. Makes a written report to the principal concerning the results of his visitation and his recommendations.
8. Makes a written report to the superintendent concerning the results of his visitation and his recommendations
9. Uses a standard form in making reports
10. In his reports, the supervisor rates the teacher.
11. In his reports, the supervisor rates the industrial arts department of the school
12. Makes all reports in the teacher's file available to that teacher.
13. Requires a yearly report from each industrial arts teacher whom he supervises.
14. Makes a yearly report to his superintendent on the status of industrial arts in the system
15. Assists in teacher selection
16. Requires each teacher to follow a prescribed course of study.
17. Conducts surveys to determine needs and desirable practices.
18. Encourages school system to establish a supervisory library and laboratory for teacher use.

Services to Teachers

Distributes to industrial arts teachers:

19. Lists of current industrial arts literature. . .
20. Occupational information and lists of references
21. Plans and descriptions of projects
22. Descriptions of effective teaching procedures. . .
23. Descriptions of effective instructional aids. . .
24. Notices and information concerning conferences and conventions.
25. Information about new industrial products of significance
26. General news letters
27. Courses of study and suggestive outlines in industrial arts.
28. Plans for shop layouts

DESIRABLE YES NO

29. Plans for shop personnel organization.
30. Reports of significant research projects . . .
31. Information about exhibits of an industrial
arts nature.

In assisting Industrial Arts Teachers, the
Supervisor:

32. Discusses principles and philosophy of industrial arts with the teacher
33. Helps the industrial arts teacher to formulate his objectives.
34. Discusses with teachers his method of evaluation
35. Helps the teacher with curricula problems. . .
36. Suggests readings which will help in solving problems that have arisen.
37. Helps the teacher with procedure problems. . .
38. Calls attention to all the good points in the teacher's program.
39. Helps the industrial arts teacher to interpret and apply the course of study.
40. Assists the teacher in filling out record or report forms
41. Encourages the teacher to use new industrial products and procedures.
42. Advises the teachers concerning the purchasing of equipment and supplies.
43. Arranges for cooperative buying of industrial arts equipment and supplies.
44. Compiles and distributes industrial arts tests
45. Collects and records the results of these tests.
46. Sends out safety directions and safety tests for classroom use.
47. Assists teachers in planning field trips . . .
48. Compiles and distributes lists of motion pictures and other visual aids available for classroom use.
49. Conducts orientation programs for new teachers
50. Spends extra time during first few weeks of academic year visiting and assisting new teachers

DESIRABLE YES NOServices to Local Schools

In dealing with local school administrators,
the supervisor:

51. Calls on the administrator before visiting
the industrial arts teacher.
52. Holds conferences with the administrator
after visiting the teacher
53. Assists in adapting the industrial arts
courses to the needs of the students and
the facilities of the school
54. Aids local administrators by coordinating
industrial arts with other subject areas . . .
55. Recommends outstanding teachers for ad-
vancement.
56. Advises with administrators on plans for shop
buildings and layouts.
57. Assists in reorganizing industrial arts
departments.

Evaluation Services

While visiting the industrial arts teacher,
the supervisor:

58. Notes evidence of good student-teacher
relationship
59. Asks teacher for the lesson plan of the
day's lesson
60. Checks the extent to which expected out-
comes are met.
61. Asks to see records of student progress. . . .
62. Asks to see records of inventory, purchase
requests, etc.
63. Checks the appearance of the teacher
64. Checks mannerisms of the teacher
65. Checks the teacher's use of English.
66. Checks teaching procedures used.
67. Checks conditions of shop tools and equip-
ment
68. Checks safety devices and safety rules
employed
69. Checks general appearance of the shop.
70. Checks first-aid equipment.
71. Checks ventilation and lighting.
72. Checks instructional aids being used
73. Checks size of class
74. Uses standard check sheet for recording above
data

DESIRABLE YES NO

75. Holds conference with the teacher following a visitation.

Up-grading and Projection Services

76. Promotes the organization of industrial arts teachers' associations.
77. Holds 1, 2, 3, or more (circle one) group meetings each year with local industrial arts teachers
78. Encourages selected schools and teachers to introduce experimental industrial arts procedures.
79. Encourages teachers to attend summer school .
80. Encourages teachers to conduct needed research.
81. Works closely with industrial arts teacher education institutions.
82. Encourages teachers to write articles for industrial arts publications.
83. Encourages teachers to visit industrial arts departments of other schools.
84. Encourages teachers to make use of extension courses
85. Assists the industrial arts teachers in correlating their programs.
86. Conducts demonstrations and sample lessons for teacher groups.
87. Encourages teachers to participate in institute meetings.

Promotional Services

In promoting industrial arts, the supervisor:

88. Organizes and/or assists in radio broadcasts.
89. Prepares and sends out news items to local papers.
90. Speaks to service clubs and other organizations on subjects related to industrial arts.
91. Writes articles for (1) local, (2) state, (3) national publications (underline those which apply to you.
92. Arranges for outstanding authorities to speak to P.T.A. and other groups on subjects related to industrial arts.

DESIRABLE YES NO

93. Arranges for industrial arts displays and exhibits.
94. Attends (1) local, (2) state, (3) national educational conferences and conventions (underline those which apply to you).
95. Promotes adult education classes in industrial arts for general public.
96. Promotes the formation of industrial arts clubs in the schools.
97. Promotes "Home Workshop" idea
98. Writes promotional bulletins for local distribution.

Check here if you wish a summary of this study _____

Any other pertinent information or comments that you care to make will be appreciated.

SCHOOL OF EDUCATION
OREGON STATE COLLEGE
CORVALLIS, OREGON

May 14, 1950

Dear Sir:

A few weeks ago, upon the advice of your State Office of Education, I mailed you a questionnaire concerned with the supervision of industrial arts on the local level. I realize that this is a very busy time of the year for men in your position, and that it is sometimes necessary to postpone the filling out of such forms in order to perform the more pressing tasks.

At the same time, I believe that this investigation, if carried through to its proper completion, will make an important contribution not only to industrial arts but to the entire field of supervision. The completion of this study depends entirely upon your contribution of data. Your cooperation in connection with this research project will be most graciously appreciated. May I urge you to take a few minutes now and fill out the enclosed questionnaire?

In the event that you have already mailed the questionnaire to me, please disregard this letter.

Sincerely yours,

Horace Schorling

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ADVANCE BOND

CHAS. L. BROWN Paper

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