

COMMON SENSE IN SCHOOL SUPERVISION

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Common Sense in School Supervision by Charles A. Wagner

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CHARLES A. WAGNER

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SCHOOL
SUPERVISION**

Common Sense
in
School Supervision

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INTRODUCTION.

THESE chapters on Supervision of Instruction have grown out of classroom experience and out of supervisory experiences of all kinds; routine supervision, conferences of teachers and supervisors; conferences of supervisors and superintendent; public lectures and private discussions of the principles of supervision; actual experimentation with the supervisory practices herein recommended.

If speaking from experience be regarded a valid reason for speaking at all on a subject, then these chapters have the fullest possible warrant; thirty years of practicing, of speaking, and of writing the ideas presented.

The order of presentation has been determined by experiment. Following the discussion of a topic different groups of persons were asked to tell, "What question about Supervision of Instruction arises from the discussion just ended?" Either a unanimous or a majority opinion would then choose the topic which is next treated in the text. Thus the order of the chapters is entirely a psychological order.

A closely consecutive reading of the chapters may arouse the feeling that certain ideas have been stated more than once. Usually the restatement seemed necessary to complete the discussion of the topic under consideration and was, therefore, made unhesitatingly. Usually, too, the desire to make a lasting impression of the ideas repeated was part of the actuating motive. Moreover, the restatement is always a new statement.

INTRODUCTION

The wish of the author has been that the order of presentation and the unbiased treatment may lead to two definite results: First, interest, sympathy, and enthusiasm for the right kind of supervision; second, clearness and adequacy of perception of the relations discussed. If these two hopes shall be realized even to a slight degree, the writer will feel fully repaid for his "labor of love" in writing these chapters.

C. A. W.

Chester, Penna., December 15, 1920.

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CHAPTER I

DO TEACHERS LIKE SUPERVISION.

ABOUT all the knowledge obtainable on this topic is a series of individual opinions, mostly the opinions of teachers who give expression to their dissatisfaction with supervision as they have experienced it. No statistical study appears to have been made at any time. Obviously it is impossible to give the statistical reply. The mere existence of school supervision in cities, in towns, in counties, and in even smaller school units, is not a proof that teachers like supervision nor that they believe in it, even if this wide prevalence be admitted as proof that somebody believes supervision of instruction a necessity.

Starting from the purely individual basis the statement seems warranted that some teachers like supervision and say little about it, and others do not like it and proclaim their dislike to all the world that will lend a listening ear. Experience proves the truth of this assertion, whether statistics have or have not been gathered. Of any teaching corps under consideration it will probably be found that some teachers like one supervisor, some another supervisor. Few supervisors are liked by all their teachers, and similarly, probably few supervisors are disliked by all their teachers.

The use of *liking* or *disliking* as terms at once discloses the fault in the relation; it is expressed in a term that shows the feeling to be personal rather than professional. Professional difference would be expressed in "disagreement" or an equivalent term.