

to one another in terms not only of distance but also of usable highways, the tradition of the area in regard to faculty meetings and countywide meetings, the extent of teacher education, any previous experiences of the teachers with supervision, the instructional materials in use and those available, the health of the children, the mores of the people, the condition of the buildings and grounds, the ability of the community to support its schools. A good program of supervision is, therefore, shaped by the community in which it exists.

A Changing Process

The time element in supervision is significant. What was a good supervisory program one year is not equally good the next year and the next. The environment does not stay the same, for some of the immediate goals of last month are achieved today, thereby altering the setting. The human beings involved are different, for they have had another month of experience and development of insight. The interactions, therefore, cannot be the same today as they were a month ago. A plan of supervision must always have an emergent quality about it, be in the process of becoming or achieving. When it becomes crystallized or static, ceasing to be emergent, it begins to lose effectiveness.

The evaluation of supervision is on-going

in nature. There could hardly be a test day on which minute questions were concisely answered. Evaluation must go on over a period of time and the ultimate worth of supervision will be judged by many people, including pupils, parents, and teachers. Here are four questions that may serve as guiding principles:

1. Is the instructional program planned increasingly in terms of the democratic values needed by society and of the basic nature of the learner?
2. Are teachers growing professionally?
3. Is the pupil product of the school improving in quality and breadth of attainment?
4. Are parents and lay people increasingly informed and concerned about public education?

Supervision is at the focal point at which the schools as a whole are constructively critical of their ways and are striving constantly for improvement. One of the most encouraging signs of our time is the eagerness to improve on current practice. Supervision should be an integrating force in the sense that it builds shared interests and common concerns and in that it helps develop an animating sense of direction and purpose. In fact, in the last analysis supervision should be a demonstration of the educative process at its best.

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Meet Us in St. Louis

IT'S A DATE for March 21-23. DSCD members and all other interested persons are invited to attend the national convention of the Department of Supervision and Curriculum Development, NEA, to be held in St. Louis at the Statler Hotel, beginning Thursday morning, March 21, and extending through Saturday afternoon, March 23.

Advance publicity about the convention has already gone out to all members of the Department. The program will include group discussions, general sessions, working committee meetings, and informal get-togethers. Outstanding men and women in education will appear as speakers and as participants in group discussions. Meetings will center around problems of providing better schools for today's children and youth.

Further details about the convention program will appear in the February EDUCATIONAL LEADERSHIP. We hope you are planning to attend. May we hear from you when your plans are completed? Registration for non-members will be \$1. There will be no charge for DSCD members.

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