

Return Engagement

EDUCATIONAL LEADERSHIP ushers in the New Year with an issue devoted to supervision. By coincidence the January number a year ago also dealt with supervision, but that issue seemed rather to whet appetites than to be a final word on this many-sided topic. The poll taken last spring to determine what subjects readers were most interested in revealed that supervision was still high on the list.

The January 1945 issue, called "Supervision for Modern Schools," treated the topics of "What Is Supervision?" "Who Is a Supervisor?" and "How Should We Supervise?" including in the discussions concrete illustrations of supervision at its best in the schools of today. Issues since that time have been concerned with workshops, in-service growth, and curriculum experimentation—all parts of good supervision and integral, inseparable aspects of teacher growth.

Now, under the heading of "Changing Concepts of Supervision," we again present a treatment of supervisory practice. It is not our purpose to give a complete, all-around picture, but rather to fill in the gaps by presenting discussions in areas where there is speculation with resultant changing viewpoints. Our authors offer principles for action with definite proposals, as well as analyses of theory. Subjects treated include supervision in the secondary school, activities of the supervisory principal, the relationship of supervision to community living with illustrations of how it works in special and general fields, and the trials and joys of supervising student teachers. We present these discussions in the hope that they will help readers to see more clearly the current trends in supervision.

—G. H. and L. C. M.

¶ *Today's supervisor has an important and varied job to do*

Looking at Supervision

MILDRED E. SWEARINGEN

SUPERVISION TODAY FACES a challenging period in its development. As the number of people involved in supervision enlarges and as the complexity of the whole educational scene increases, it becomes necessary for those concerned with supervision to clarify the thinking in the field in order that purposes may be clearly seen and the implications of these purposes for the immediate future be understood.

Supervision is playing a changing role. What's more, it is a realistic role—one in keeping with the democratic ideals and the educational philosophy which we believe are basic to sound learning. The full meaning of such an interpretation of supervision for actual practice in our schools today is carefully examined in this article by Mildred E. Swearingen, specialist in elementary education in the State Department of Education, Tallahassee, Fla.

It would doubtless be possible for supervision to continue to exist for some time as it is commonly found today, an aid to doing more efficiently the tasks the schools have already undertaken to perform. Certainly any institution as large and as many-sided as the school is in need of coordination and effort toward efficiency. But supervision of such a limited nature is usually slightly on the defensive, constantly justifying itself, never touching its real potentialities, and never approaching the major educational need of our time—the development of a clear, integrating philosophy as to the role of education in modern living, a vision capable of serving as a guiding, working hypothesis.

The schools of the nineteenth century had such an integrating principle, for their purpose was singular in nature, the transmitting of the cultural heritage to those who desired it. But today there is diversity in the intelli-

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