

utensils, and various other industrial products were only useful. Today industrial products have been designed to bring a maximum of efficiency for their use. The beauty of the object is dependent not upon ornament added to the outside surface, but on simplicity and the relationship of its lines and volumes.

The children of our schools are the builders and designers of the future. Youth needs

encouragement, stability, and understanding from adults. Both must realize that the art of today is a record of this age, rooted in the soil of life and expressed in present-day materials. The challenge to schools to envision and put into reality education for this era is an integral part of any program of supervision dealing with the arts as they are found in modern life.

---

## A Study in Classroom Visitation

AN IMPORTANT SUPERVISORY ACTIVITY has been that of classroom visitation. Teachers react to this type of supervision with varying degrees of increased tension and mental pressure, although most teachers pride themselves on apparent ability to keep this nervous speed-up from becoming obvious to the class members.

What about the students? Do they, too, have an inner surge of excitement during the visit? Recently a 12B shorthand class received a visit from the principal who is also the supervisor. He stayed for the first part of the period. After he left, the teacher asked the class to "put down the feelings and reactions you had when the principal walked in to visit."

These are typical of the answers of the seventeen members of this class in a public high school of 1,600 pupils:

• • •  
"I didn't feel as relaxed as I usually do when taking shorthand so fast. He makes a person feel nervous and it is quite strenuous when taking notes, because you don't take all of them. I missed most of it."

• • •  
"The instructor becomes a little tense. He wants the class to be on their best behavior and he watches himself carefully, too."

• • •  
"You seemed as if you were being real dignified which you usually aren't!"

• • •  
"I don't believe I was affected at all. At any rate, it didn't affect my shorthand ability. I don't think it makes much difference if you know your work and just keep at it."

• • •  
"I believe the instructor wasn't his usual friendly self. He really couldn't be as we weren't supposed to be. However, I did notice that he explained more and more fully than ordinarily as though he was trying to acquaint the visitor with the work. He seemed like he didn't mind too much."

• • •  
"The class tensed and held up very well, but I, myself, didn't like the feel of his eyes on my back. It made me nervous."

• • •  
"I think the class work was very good. But we weren't ourselves. I felt a little nervous and was afraid that if you called on me, I might make a mistake. Otherwise if I make a mistake, I'm not afraid."

• • •  
"It didn't bother me at all if a visitor was here. I can work as long as he doesn't stand and watch over my shoulder at what I'm doing. If he sits quietly, I forget he's there."

Copyright © 1946 by the Association for Supervision and Curriculum Development. All rights reserved.