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Supervised Study

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SUPERVISED STUDY



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- 2. The importance of supervised study
- 3. History of the Supervised Study
 - a. The three stages of the teaching function
 - b. Statements concerning supervised study by
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- 4. Conducting a supervised study period
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Alice L. Priestley.
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f. SUPERVISED STUDY

I Explanation of Supervised Study

1. The great need for supervised study
2. The importance of supervised study

II History of the Supervised Study

1. The three stages of the teaching function
2. Statements concerning supervised study by learned men
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III Conducting a Supervised Study period

1. The teacher's preparation
2. Organization of the class
 - a. Elementary School
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3. Suggestions
 - a. Study of pupils
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- f. Class discussion
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IV Types of problems the study supervisor will meet

1. Lack of knowledge sources
2. Inability to see the problem clearly
3. Lack of knowledge of sources
4. Inability to judge the worth of facts
5. Difficulties with organization
6. Difficulties arising in drawing inferences

V Advantages

1 - The making of a definite plan for directing the learning of a subject, basing the plan on the best available material, such as experimental investigations and the best books on the teaching of the subject under consideration.

2 - The observation of the pupils engaged in study to discover their present methods of studying, thus determining their needs.

3 - The instruction of the pupils according to their needs, in the most effective methods of studying and slowly supervising them until proper habits of study are firmly established.

Supervised study has put before the teacher two new attitudes with reference to her profession:

SUPERVISED STUDY

Supervised study refers, in general to the attempt, in some form or other, to systematize the conditions of study, and to give intelligent direction to the pupils' efforts. The most progressive writers and teachers have all agreed that supervised study is the effective direction of all the pupil's learning activities. Such supervision consists of the following factors:

1 - The making of a definite plan for directing the learning of a subject, basing the plan on the best available material, such as experimental investigations and the best books on the teaching of the subject under consideration.

2 - The observation of the pupils engaged in study to discover their present methods of studying, thus determining their needs.

3 - The instruction of the pupils according to their needs, in the most effective methods of studying and closely supervising them until proper habits of study are firmly established.

Supervised study has set before the teacher two new attitudes with reference to her profession:

1 - The pupil must be made independent in his study. The responsibility for learning is thrown on the pupil more than has been done under the textbook-recitation plan.

2 - The teacher must direct the pupil in methods of study in order that he may become efficient in his independent work.

Supervised study is a very good substitute for the wasteful and inefficient "recitation" activities of the class-period on the one hand, and for the irregular and unsatisfactory results of home study on the other. Supervised study seeks to prepare pupils for successful coping with problems in a world of intense competition, where superior achievement depends on initiative, clear thinking and confidence in one's ability to organize experience for new adjustments.

The correct way to study is more important than the teaching of the subject. In order to supervise the child's study the teacher needs to find out when the child is in difficulty and to locate it, and to help him over the trouble without giving too much assistance. Lida B. Earhart, instructor in Elementary Education, Teachers' College, Columbia University, in her "Types of Teaching" says, "The teacher who undertakes to teach his pupils to study must

regard the subject matter of instruction as a means of training in right habits as well as a means of acquiring knowledge. He must establish friendly relations with his pupils and must cooperate with them. The training given to pupils must be general in its application, and the teacher must work with the class."

The teaching function in its historical development has passed through two well-defined stages and is now entering upon a third stage. In the first stage, the teacher was looked upon only as a drill master and a disciplinarian. He was only there to keep order, assign new lessons, and to hear the pupils recite. In this stage no attempt was ever made by the teacher to direct the pupil's study. The second stage was marked by an attempt to psychologize the process of instruction. In this stage the teacher's main duty was to instruct the pupils or to bring to the mind of the child the subject matter in the most psychological fashion. During this stage very little attention was given to the supervision of the pupil's study.

The third, or present, stage is marked by an attempt to adjust the work of the school to the needs and capacities of the pupil and by a growing recognition on the part of teachers that the pupil learns through his own

responses to stimuli, as well as by listening to instruction given by the teacher. It has become evident that the teacher should stimulate and guide the pupil's learning activities. This view concerning the teaching function of the teacher along with the recent changes in economic and social conditions has given rise to the new movement known as supervised study. This movement has taken several forms, but the main thought has always been to provide more effective direction to the pupil's study. The tendency to-day is to view the learning processes from the standpoint of the pupil rather than from that of the teacher, that is to supervise study rather than to instruct the pupil.

Reavis tried out a study program for high school pupils. Each pupil was given a card containing on one side a form for the pupil's study program and on the reverse, directions for study. On the front of the card the pupil placed his study program for the term. The pupil was urged to follow his program and to follow closely the following directions:

"When possible study your lesson immediately after the assignment is made.

Follow the program regularly.

Take brief notes, and later study by outline.

Whenever points are not clearly understood, use dictionaries and reference books.

Concentrate your mind so that outside interests will not frequently disturb your study.

Do not try to commit exact words until you understand their content.

Connect the important facts of the new lesson with facts previously learned.

Make comparisons and contrasts when possible.

Carefully review and think over the previous lesson before beginning the next.

The extra effort spent on preparation pays the greatest dividends."

This direction of the pupils study was carried on for two and a half years; then an investigation was made to determine the value of this type of supervised study.

From this experiment and others concerning home study Reavis drew the following conclusions:

"During the two and a half years that study has been closely supervised and regular programs for each pupil strictly followed, three things have been accomplished with more or less success:

- 1 - The problem of discipline has been practically solved;
- 2 - considerable improvement has been made in

scholarship; 3 - regular hours of home study have been provided for by the large majority of the students."

Richard made an investigation of the study habits of the high school pupils of Oakland City, Indiana, in the seventh and eighth grades. He found that most pupils read the lesson over once and that only a small percentage of them used any one of the other devices that pupils ought to use in their study.

From these investigations, Richard concluded:

That teachers can modify the study habits of their pupils by means of devices.

That habits of study acquired temporarily will not persist unless made the object of persistent and conscious effort on the part of the teacher.

These investigations show the need for the supervision of the study of high school pupils.

Hall-Quest, on the basis of investigations made, stated that there was a consistent decrease in the percentage of failures from 1911 to 1914 and attributed the decrease to the influence of supervised study.

Breslich conducted a noteworthy experimental investigation in the field of supervised study. For his experiment he used as subjects two sections known as A and B, of a class in algebra in the University High School of the University of Chicago. The two sections were ap-

proximately equal in achievement in the subject.

Section B was directed according to the divided-period plan of supervised study for fourteen lessons, while section A was taught by the usual recitation and homestudy plan. Section B did all the work in the class period of forty-five minutes, whereas section A devoted approximately two hours to each lesson, an hour and fifteen minutes to home study, and forty-five minutes to recitation. Upon the completion of the fourteenth lesson, the same test was given both sections.

Breslich observed in evaluating his results: That supervised study increased the percentage of lower grades.

The supervised-study group made more progress in learning to work independently.

Minnich conducted an experiment designed to test the value of supervised study in plane geometry. He had as his subjects thirty-six pupils in the high school of Bloomington, Indiana. These pupils were divided into two groups, equal in size and approximately equal in initial ability. One group worked under a supervised study plan and the other under the ordinary recitation method. The supervised group recited in the second class period, then remained for the third period to prepare the work for the next day. The unsupervised group prepared their lessons

at home and recited during the first class period. Additional work was provided for the pupil who completed the assignment before the end of the study period. During the study period the pupils were free to call for help but that help was given largely in the form of questions and suggestions. Tests were given at the end of the first and second six weeks. There was a final test on the work of the whole semester. The same test was used for both groups.

Minnich found that on the basis of weekly averages the supervised class had higher averages than the unsupervised class. In fifteen weeks the supervised class made 466 recitations, while the unsupervised class made only 352.

On the tests on new material the supervised class averaged 13.1% more than the unsupervised class. All the pupils in the supervised group passed, while a few of the unsupervised group failed.

Brown and Worthington made an investigation to determine the comparative merits of supervised study and the types of recitation in the Wisconsin high schools. Two classes of equal learning ability were organized in some subject. One class followed a supervised-study plan with sixty minute periods, while the other class followed the

usual recitation plan. The classes were taught by the same teacher. Greater progress was made in the supervised study groups. Three supervised-study classes had fewer failures than the parallel recitation classes.

In general, the data showed a superiority of the supervised-study plan over the recitation plan as a method of instruction. According to Francis Shreve, head of the Department of Education, Fairmont State Normal School, Fairmont, West Virginia, experiments in supervised study were given in arithmetic, handwriting, reading in the fourth grade, history in the high school, problem solving in arithmetic and poetry. The results in all cases showed that the supervised-study group gained approximately five times as much as the control group.

The supervised-study group gained as much in ten weeks as a grade ordinarily gains in one school year, while the control group gained only two-tenths as much.

The marked superiority of the supervised-study group, apparently should be attributed largely to the following factors:

A better diagnosis of the needs of the class and the application of more effective measures.

More definite assignments.

Specific instruction in the proper methods of study-

ing poetry. All of the pupils were carefully instructed in the methods of study. The discussion of large and helpful topics. subjects should be analyzed into their

In general, the results of the experiments indicate that supervised study is markedly superior to the usual methods of instruction. as a part of her equipment

The teacher should regard supervised study as the effective direction of all the pupil's learning activities. This should be the aim and the end of supervision.

The teacher should have a clear vision of the main processes constituting supervised study; namely, (1) - making a definite plan for directing the work, (2) - observing the pupils at their work to discover their needs, and (3) - teaching them the most economical methods of procedure in that particular type of work. the motivation.

The teacher must have a thorough knowledge of how pupils learn. She should remember that pupils learn through their own reactions to subject matter. Shreve says, "The teacher should have a fair knowledge of the psychology of the learning processes of the way in which habits are formed, ideas acquired, and attitudes and beliefs established." So she should analyze the activities of the schoolroom into a few types of learning."

The teacher should analyze the subject being studied

from the viewpoint of the chief types of learning involved and provide for the essential factors of each type. School subjects should be analyzed into their chief types of learning and the essential factors provided for in directing the pupil's study.

The teacher must have as a part of her equipment a definite plan for directing the study of each subject. These plans should provide for the essential factors of each of the types of learning in order as they relate to the subject that is being considered.

The class period may be divided into the following phases, but no time limit should be assigned to these divisions:

- 1 - The assignment should set definite tasks to be performed, problems to be solved, and provide motivation.
- 2 - The pupils' reaction to the assignment. The reaction may be silent study with the teacher giving individual help, home study, library work, or a cooperative attack upon the problem under the guidance of the teacher.
- 3 - Checking up on the progress of the pupils. This may be done in the form of summaries, group discussions, tests, reports of the work accomplished by members of the class, or the clarifying of obscure points.

Supervised study cannot be administered strictly ac-

according to any one set of specifications. The devices to be used will have to be determined by the teacher according to the general organization of the school.

Most of the studying in the elementary grades should be done at school under the immediate direction of the classroom teacher.

A minimum assignment may be given so that the slow pupils may complete it, and a maximum assignment which is difficult enough to keep the brightest pupils busy may be given to a class. The period may be divided between recitation and study.

In the rural one-teacher school supervised study in some form is absolutely necessary. There should be short recitation periods and long study periods.

Supervised study may be conducted in the high school with very good results. A part of the class period may be devoted to recitation and a part to study under the direction of the classroom teacher.

During the recitation period definite assignments and checking up on the work accomplished in the study period may be done.

During the study period there should be silent study, with the teacher giving individual help, or help to a group. Work not completed in the study period may

be done at home by the pupils.

In the Dalton plan, the usual time-table is discarded and each pupil is given considerable freedom in planning and executing his work.

The pupil may go from room to room and study as long as he wishes on one subject. The studying may be done alone or in a group. The pupil is held responsible for the completion of a definite amount of work in a given time.

Assignments are made in the form of contracts or problems. The teacher is present in the room to explain the assignment given and to guide the pupil.

Written reports may be required and tests given, individual work inspected, and suggestions given so that the pupils' work may be checked up.

This plan may be carried on with good results in a high school class. It is in successful operation in the West Virginia University High School.

In order that the teacher may supervise the study period to the best of her ability it is necessary that the following conditions should obtain: A significant question should be given the pupil, an important problem to be solved, a baffling difficulty or obstacle to be removed, or a need of real consequence to be satis-

fied. The assignment that has been given out by the teacher should indicate definitely what is to be attempted and how it is to be done during the study period. It is necessary to prepare some of the lessons in

A quiet room in which all distracting influences are eliminated should be secured by the teacher.

Pupils should be trained to understand the mechanics of a book, as there are many helps and savers of time which it offers. The table of contents, index and paragraph headings are put there for the benefit of the pupil and should be used by him.

Much time may also be saved and thoroughness in study acquired by the use of reference sources such as the dictionary, encyclopedia, magazine index and library catalogue.

Study programs will save much of the teacher's and the pupil's time, and they also do away with the danger of allowing one subject to be robbed of its proper allotment of time by other subjects.

Each teacher should supervise the studying of her pupils. Some of the time may be spent on supervising the study of the assignment for the next lesson.

During the study period, the teacher should aim to ascertain the difficulties that interfere with the

studying of her pupils, and when these difficulties are known various assignments and explanations should do away with some of them.

It is necessary to prepare some of the lessons in the school, as the books that must be used can only be found there. And then some lessons require the help of the teacher, and hence must be done at the school.

A brief period of class discussion of the pupils' difficulties during the period of supervised study will often help. As many pupils may find difficulty with the same problem, this is an ideal way and time to help all at the same time and thus clear up the difficulty.

Pupils may be helped by the teacher by means of devising questions and suggestions which will keep them thinking and progressing, but which will not assist them too much.

A student may use books or other sources in his search for data. Earhart says, "He may observe the phenomena about him; he may spend his time in thinking; he may be obliged to experiment; or he may need to consult other people." His method of procedure will vary according to the nature of his problem.

Suggestions given to pupils should be practical, as too much assistance tends to make the pupils dependent.

Individual assistance that is given to pupils in the class-time should be limited to a few words or suggestions. Yet these suggestions should not be too vague or indefinite as they will be of no value to the pupil. The teacher can usually tell when her suggestions are of any value, and improvement can be noted.

All poor pupils will be benefited by the use of supervised study. Some form of the Batavia plan may be used. The main idea in this plan is the placing of a number of supervised-study periods in the daily program and requiring the teacher to use them for directing pupils who are studying. This scheme was organized by Superintendent J. Kennedy in Batavia, New York about 1898. The result of this plan to use the large empty rooms with a teacher to direct the studies of some of the pupils proved so beneficial that the plan was extended to other schools.

The physical conditions of the room should be so favorable, that they need no change by the pupil.

Materials that might be used during the study hour such as notepaper, cards, pencils of two or three colors, a suitable eraser, pins or clips for fastening together notes pertaining to the same topic should all be kept near at hand.

All helps to be used should also be kept near at hand by the pupil, in order that much time might be saved.

The pupil has to help himself sometimes when the teacher cannot. As soon as the pupil begins to study, he should address himself seriously to what he is to do. The pupil should be trained to "skim" those pages in his reading which seem to offer little of the help he needs.

Wise counselling and guidance given by the teacher in charge of the supervised study period may prevent many failures. She should guide and inspire her pupils to go about their work to the best of their ability. Each pupil should be helped to develop the plan of working which is best for him. During the supervised study period the teacher has an ideal time to observe the various actions of her pupils, and to learn the plan of working which will fit each individual case.

Teachers should have their pupils report the ways and the results of their study, in order that the wasteful and inaccurate methods of the students may be eliminated, and the correct methods may be given by the teacher.

Many pupils have no real desire to work, and hence they have difficulty in studying. The material may not be difficult at all, it is just a lack of interest on

the part of the pupil. A natural interest of the pupil's may have to be appealed to. Sometimes home conditions or physical conditions may be the cause of this listlessness.

Pupils many times have difficulties in studying because they do not understand what they are to do. The teacher may give direct assistance to the pupil who does not know what to do.

Often students are unable to get anymore lessons because they do not have enough information. They should be taught to use outside reference books.

Some students attempt to remember everything they read, and all facts seem the same to them. The exact relationships between the pupil's statement and the discussion being held in the class may help.

Many times pupils collect certain facts, but do not remember where they found them. Charts, outlines and diagrams should be used whenever it is possible.

Often the pupil will make a wild guess to a problem asked him. The causes of this answer must be found out before the teacher can offer any help. The pupils should be held for an explanation.

The pupil is often unable to tell which rule to apply or which procedure to follow. Sometimes the ques-

tion needs only to be stated by the teacher in other words. Or the learning of the pupil may have been insufficient, then the pupil needs to be sent to a lower grade to learn the fundamentals.

Supervised study aims to train an individual to attack problems and to organize experiences into large controlling concepts, and to train one to acquire the ability to serve without merely doing what he is told to do.

Hall-Quest in Supervised Study says, "The world of business is choked with unthinking imitators who, parrot-like, repeat exactly what has been said, but who cannot be depended upon to perform a task without being given constant and minute directions."

Supervised study plays a very important part in the life of the child by training him to be an independent thinker. And this is necessary in the present day, for the world at large, business, and professions are crying for independent thinkers, men and women who seek a task and who can readily work toward its successful accomplishment without being watched at every step.

Hall-Quest says, "Our high schools must face the need of producing young people who in every phase of school life have been taught the meaning of and have

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been trained in the experience of accurate, organized, independent, and practical thinking.

Many students do not get their lessons, because they do not know how to study. The ignorance of students in a library, or in their attempt to make an original report is very pitiful.

"Experiments have been made in supervised study, and the results of which are illuminating, and have already begun to influence educational practice" says, Harry Lloyd Miller, associate professor of education, principal Wisconsin High School, University of Wisconsin.

The slower pupil will be given a chance to proceed through the work that is given by the teacher.

Students need to be trained in the right habits of study as this is a means of learning to work independently and also scientifically in whatever they have to do. They will need these habits as students and also later as men and women in the world of business. Earhart says, "It is necessary to teach children properly in order that the fabric of knowledge may be influenced, that experience may be reorganized along right lines, and that their efforts may not result in mastery of words rather than ideas." In all of these we can see how supervised study plays an important part in the life of the child.

Many teachers acquire the very bad habit of assigning lessons in a hurry from the textbook. Various pupils take the meaning of studying the assignment in many different ways. With the introduction of the supervised study period, the misunderstood assignments are done away with.

Generalized habits of application may be developed during the study period. According to the experience and the learning of the teacher much specific and detailed assistance can be given to the pupils.

If the supervised study period is directed properly, the recitation system may be reorganized. Personal initiative of pupils can be cultivated as well as their productive energies developed during the study period under the supervision of a good teacher.

Supervised study is beneficial to all students, but especially to the students from homes where the conditions for studying are poor. This condition is an actual condition, and has been proven so by an investigation made by W. C. Reavis and entitled "Factors that Determine the Habits of Study of Grade Pupils." In reporting the results of the investigation the author says:

"The investigation covered the home conditions of three hundred and ninety-three children. Data about

these homes were gathered and graded. The homes were divided into three groups."

It was proven that students from the less favored homes have the poorer habits of study. And that students from the better class of homes did not neglect the preparation of their lessons at home as much as did the students from the less favored homes.

When study is directed as it should be the teacher and pupils may discover how best to organize, select, and apply subject-matter; how to study in order to get the best results; and how to save time and energy.

Often the slow pupil when given home study is at a loss as to what to do. But by means of supervised study he has a teacher to direct him, and his work is checked as he goes along. He thereby knows whether he is working along the right lines or not, thus saving much time. He is also taught how to arrive at conclusions for himself.

Supervised study is adapted to the individual needs of the pupils. It replaces a large part of the recitation, and also brings about changes in the home work assignment. Each pupil is given the chance of working up to his best. Although one may be able to do more work than another, yet each is given a chance to advance as much as he can.

Original problems and questions of interest to all along with supplementary texts and books from the library help to make the study period productive for all pupils. Each pupil may be allowed to do as much as he is able to do during the study period. The study period affords each pupil an opportunity to work out some problem or question for himself.

Every member of a large class can be directed, and more benefits can be derived from directing study in a large class than from the recitation system.

The supervision of study can be developed, in part at least, regardless of the time element in the class period.

The pupil's home work is often done by his older brothers or sisters, which is of little value in bringing about that independence in studying which is the chief end sought in supervised study.

Miller says, "In supervised study pupils are thrown on their own responsibility under a guidance that is not chutching, but stimulating and thought-provoking."

As all the advantages to be derived from supervised study have been enumerated, and the great need of it shown, there is not any doubt that this period is essential in every school.

And the great need of experienced and qualified

teachers can be easily seen. For as Burton says, "The work of educating and training great numbers of future free citizens is too intricate, delicate, and vital a phase of government to be allowed to proceed without highly trained, expert leadership."

One of the greatest things that can be done for the pupils by their teacher is to train them to study effectively. For when they no longer need her services, she may be sure that she has served them well.

Holley says, "The ability to reason clearly for himself; to know how to make, break, and control his habits; and to be able to use all of his energies in such perplexing situations as life may have in store --these are the greatest benefits that a pupil may secure from an education." And if he has these tools he may educate himself throughout his life.

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