An Evaluation of the Performance of Latter-Day Saint Seminary Coordinators as Instructional Supervisors

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AN EVALUATION OF THE PERFORMANCE OF LATTER-DAY SAINT SEMINARY COORDINATORS AS INSTRUCTIONAL SUPERVISORS

A Thesis
Presented to the
Department of Education
Brigham Young University

In Partial Fulfillment
of the Requirements for the Degree
Master of Science

by
U. Carlisle Hunsaker
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The writer wishes to express sincere appreciation to his committee: Dr. Ralph B. Smith, chairman, for his constructive criticisms, encouragement, and genuine interest; and Dr. Howard H. Barron for his helpful suggestions during the study.

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CHAPTER I

INTRODUCTION

The philosophy of life accepted by the members of the Church of Jesus Christ of Latter-day Saints has as one of its basic tenets, the necessity of individual commitment to the discovery of truth. Education, to a Latter-day Saint, is important in contributing to man's eternal growth and development as well as to his success and well-being in mortality. In the course of learning all that it is possible for him to learn, man must be properly equipped to distinguish between truth and error. The Seminary Program of the Church of Jesus Christ of Latter-day Saints is one of the pillars of the spiritual framework within which Latter-day Saint students are enabled to make this judgment.

The Seminary Program was initiated in 1912 at which time the first seminary was established adjoining Granite High School in Salt Lake City. This experiment in week-day religious instruction proved successful and the movement has grown rapidly until, at the present time, there are some 90,000 students, 445 seminary teachers, and 31 coordinators involved in its operation.

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1 This information was supplied by Roy A. West, Assistant Director of Research for the Department of Education.
All educational endeavors of the Church, including the Seminary Program, are carried out under the direction of the Latter-day Saint Department of Education. The department, since its organization, has been staffed by competent and trained educators who work under the direction of the leadership of the Church. It is their responsibility to direct the affairs of a rapidly growing Church educational system which includes, in addition to the Seminary Program, Brigham Young University in Provo, Utah, Ricks Junior College in Rexburg, Idaho; junior colleges in Hawaii and New Zealand, and forty-two full time and 124 part-time institutes of religion adjoining universities and colleges in twenty-three states and one foreign country. The institutes of religion have a function on the college level similar to the function of the seminaries on the high school level.

The Seminary Program, with which this study is concerned, is staffed by capable and well-trained teachers who work under the direction of area coordinators. Each coordinator is assigned the responsibility of supervising the activities of the seminary teachers in his area and of providing them with that guidance and direction which will be helpful in upgrading and maintaining the quality of their work. The coordinator's role in the Seminary Program is comparable in many respects to the role played by the supervisor in the public school system.
The Seminary Program offers Latter-day Saint students, and any others who are interested, courses in Old and New Testament, Latter-day Saint Church History, and Book of Mormon. In most cases high school credit is given for Old and New Testament, while no credit is given for Church History or Book of Mormon courses. These courses are taught, for the most part, in appropriately designed buildings constructed on church-owned property contiguous to high schools. At the present time there are both released time and early morning seminary programs in operation. In areas where the released time program can be put into effect, students, with parental consent, are released from high school for one period during each school day for the purpose of receiving the available religious instruction. In the early morning program classes are conducted before school begins. In both the released time and early morning seminaries, regular school procedure, related to the assignment of grades and the reporting of absences, are adhered to by seminary teachers. In all of this, the separation of Church and State is carefully maintained.

The leadership of the Church has directed that the Seminary Program be carried out in a competent and professional manner by well-trained and dedicated personnel. Public school leaders have long recognized the importance of evaluation as a means of maintaining excellence in the performance of all educational personnel, and evaluation has
played an important role in the Seminary Program in that there has been a great deal of emphasis placed upon the necessity of evaluating the seminary teacher. However, to this time there has been little effort to seriously evaluate the work of the seminary coordinator. The need for this evaluation seems apparent.

I. STATEMENT OF PROBLEM AND QUESTIONS

The purpose of this study was to evaluate the present practices and procedures of the Latter-day Saint seminary coordinator in his role as a supervisor of teachers and to make recommendations based upon standards established by authorities in the field of supervision. Answers to the following questions regarding specific aspects of the coordinator's work were sought:

1. What are the methods and procedures used by the coordinator as he makes his regular visits to his teachers?

2. What are the methods and procedures used by the coordinator in holding private conferences with his teachers after having observed their teaching?

3. To what extent is the relationship between the coordinator and his seminary teachers governed by democratic principles?

4. What is the attitude of the seminary teacher toward the general leadership ability of his coordinator?
5. To what extent do the monthly faculty meetings, which are conducted by the coordinator, prove to be of value to seminary teachers in improving their work?

These questions are not only related to five of the most fundamental and important aspects of the work of a seminary coordinator, but are also equally applicable to the work of the supervisor in the public school system. Since the literature in the field of supervision is related to the work of the public school supervisor, establishing this common ground is necessary if the evaluation as stated in the purpose of this study was to be accomplished.

II. DELIMITATION

This study was confined to an evaluation of the Latter-day Saint seminary coordinator's work as a teacher supervisor. All of the thirty-four full-time coordinators were evaluated. Two hundred and fifty of the 425 seminary teachers were selected from each of the coordinator's districts and asked to participate.

III. RESEARCH DESIGN

Population. The population with which this study was concerned is made up of the 445 seminary teachers who are employed by the Latter-day Saint Church on a full-time basis and who have no supervisory function to perform.
Sampling. The sample used in this study included 250 of the 445 seminary teachers employed on a full-time basis.

Source of data. The 250 randomly selected seminary teachers provided an evaluation of their coordinator's work by responding to a questionnaire designed to supply information regarding the coordinator's performance as a teacher supervisor. The questionnaire, designed after an extensive review of the available literature in the field of teacher supervision, gave the seminary teacher an opportunity to evaluate the work of his coordinator in the areas of leadership, classroom visitation, teacher conferences, and the conducting of monthly faculty meetings.

IV. SUMMARY

Evaluation is essential to progress. The leaders of the seminary system have attempted to utilize evaluation as a means of upgrading the work of the seminary teacher, but the same emphasis has not been placed upon the importance of evaluating the work of the seminary coordinator.

There is an abundance of literature dealing with principles of supervision as applied to the work of the public school supervisor which can also be applied to the work of the seminary coordinator. This study is an attempt to evaluate the work of the seminary coordinator by having seminary teachers appraise the work of their coordinator in
the light of standards established by experts in the field of supervision.

V. ORGANIZATION OF REMAINING CHAPTERS

Chapter two is a review of the available literature in the field of teacher supervision with particular attention given to those aspects of supervision which can be applied to the work of the Latter-day Saint seminary coordinator and to the questions as stated in the statement of purpose for this study.

Chapter three is a tabulation of the information received from the questionnaire to which 250 of the 445 seminary teachers were asked to respond.

Chapter four is a consideration of the conclusions, implications, and recommendations which are based upon the evidence gathered from the questionnaire and the review of literature.
CHAPTER II

REVIEW OF LITERATURE

I. THE EVOLVEMENT OF THE CURRENT CONCEPT
OF SUPERVISION AND LEADERSHIP

Supervision and leadership have been with us for a long time and the underlying purposes and philosophy of these activities are determined to a great extent by the attitudes and trends amid which they exist at any given time.

A study of the evolvement of the current concept of teacher supervision in America reveals that considerable improvement in teacher education was being made at about the same time that supervisors were beginning to recognize the acceptance of the dignity and importance of the individual as a basic guideline for supervisory practices. Consequently, the preparation of teachers and the quality of their work were improving as supervisors were gradually becoming more aware of the importance of looking for and acknowledging the value of the contributions made by each of the individuals with whom they worked.

Boardman gives an excellent survey of the development of the philosophy and practices which characterize teacher
supervision in America today. His account can be broken down into the following stages of development:

1. In 1604, the General Court of Massachusetts Bay Colony provided that the selectmen of the towns have charge of selecting and keeping in service "only those teachers of sound faith and morality."

2. In 1709 Boston appointed a committee of laymen to inquire into the methods of teaching and to formulate means for the "advancement of learning and the good government of schools."

3. The gradual increase in enrollment made necessary the appointment of additional teachers and slowly the practice of appointing one of these as principal came into being. However, at this point, this official had no real supervisory functions.

4. As schools continued to grow more complex, laymen found the tasks involved in directing them so burdensome that consequently the office of superintendent of schools came into being.

5. Supervisory authority was slowly given to these officials so that in the latter part of the nineteenth century, the giving of aid and direction to teachers was accepted as part of their function.

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6. The development of an increased awareness, on the part of the supervisor, of the teacher's right and capacity to intelligently participate in the direction of instruction and the formulation of educational policy gradually came into being.

The historical development of educational supervision in America reveals some interesting and important trends in supervisory methods and procedures. It is historically evident that progress and improvement in supervision was dependent, to a great extent, upon the gradual increase of understanding concerning the worth and dignity of the individual. The classical view of man was the chief underlying factor of supervision up to the first quarter of this century, and teachers were closely supervised to insure that they mechanically executed methods and procedures determined by their superiors. This concept of supervision pervaded most teacher-supervisor relationships. The supervisor's main duty was to examine the proficiency of the teachers under his jurisdiction and it is evident that there was often more interest in dismissing a deficient teacher than there was in improving him. This was certainly true of the committees of laymen who assumed supervisory authority under

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3Ibid.
the direction of local civil or religious officers, and it
was also unfortunately true of many of the professional edu-
cators who held supervisory positions until well into the
present century.

The trend away from this method of supervision became
evident during the early part of the nineteenth century.
During this period, the upgrading of the work undertaken by
teachers was accepted as an important function of supervi-
sion, and it was during this period that professional edu-
cators began to fill the supervisory positions. Improving
the teacher’s work was accepted as a supervisory function,
but the knowledge and skill needed to effect improvement was
still believed to be entirely in the possession of the super-
visor and it was his duty to impose his knowledge and skill
upon his teachers.

Another step toward the improvement of supervision
became evident in 1913. It was during this year that a
movement which has now come to be known as scientific super-
vision came into being. Science was to discover the "best"
methods of teaching and teachers were expected to put these
methods into operation. This trend was an improvement in
that the ideas and suggestions of the supervisors were based

4 Ibid.
5 Ibid.
upon research and measurement, but curriculum and methods were still being imposed upon the teacher by his superiors.

The late 1920's witnessed a further protest against this supervisory technique and the beginning of our present concept of supervision. Since that time, the concepts of the supervisory role have been broadened to include much more than the administrative or inspectional function. Two important concepts were those of the scientific supervision, which has been mentioned, and supervision as democratic educational leadership. A synthesis of these views has developed and produced the concept of creative supervision. Subsequently, the concept of supervision as guidance, curriculum development, and as effective group processes come into being. The discovery of significant and far-reaching concepts in the field of psychology accompanied these developments in supervision. For example, Lewin and other psychologists were doing work which called attention to the importance of action research and group dynamics. Thus began a greater concern for the human personality. The effects of these developments were soon made evident in teacher supervision.

6Ibid.


8Lucio, op. cit.
We come now to the present time during which the concept of the supervisor serving as a consultant has become widely accepted. A supervisor, along with the school principal, is to provide that atmosphere wherein a group of teachers may be enabled to advance toward mutually acceptable goals. Much has been said concerning education as a bulwark of democracy, and the extent to which this distinction is merited is perhaps dependent upon the extent to which democracy characterizes the relationship of educational personnel.

II. CURRENT CONCEPTS OF SUPERVISORY QUALIFICATIONS AND DUTIES

The accepted aims of education at any given time determine, to a great extent, the role to be played by the educational supervisor or any other person having a function in the educational process; and the aims of education are determined by the nature of the society amid which they exist. What are the goals of education in a democratic society? Scott Fletcher provides an answer to that question in the following words:

A goal of a free society is to have a nation of self-governing individuals, each a sacrosanct end in himself, each at the same time a means of providing equal opportunities for all to become the most and best they are capable of becoming. A goal is to have all individuals

Ibid.
deliberately and consciously making rational, responsible choices in the full light of alternative consequences.\textsuperscript{10}

Franseth contributes the following in way of defining the goals of education in democracy:

The goals of education in a democracy can be summarized by saying that it is the school's task to help each individual become his best. And with the conviction that self-realization can be achieved only by self-direction, we can say that the task of the school is to help pupils develop those abilities, skills, and values that characterize capable and responsible members of a free society.\textsuperscript{11}

One of the most basic responsibilities of the schools is obviously to provide students with those experiences which will result in the development of their intellects. Gertrude Lewis has given us the following important thought concerning what is required if intellectual development is to occur:

This ability can take place only through situations where children have an opportunity to think. The situations in which decisions are to be made, new answers to be determined . . . are the context in which thinking skills can be developed and tested. It is in solving or arriving at new levels of understanding of problems . . . that children have opportunities to develop their skills of critical thinking.\textsuperscript{12}

An emphasis of the importance of the schools as a means of preparing young people for democratic living is not meant to minimize the importance of other institutions such as . . .

\footnotesize{\textsuperscript{10}Jane Franseth, \textit{Supervision as Leadership} (New York: Row, Peterson and Company, 1961), p. 2.}

\footnotesize{\textsuperscript{11}Ibid., p. 3.}

\footnotesize{\textsuperscript{12}Ibid., p. 15.}
as the home and church. However, it seems obvious that without the support of the schools, it will be extremely difficult, if not impossible, to achieve the goal.

The previously stated goals of American education suggest certain duties, obligations, and attitudes which all modern educators—including supervisors must accept, but the particular function of any position or office in education must be viewed as it fits into the framework of the entire educational process. In an attempt to provide this total view of education in which to study the function of supervision, Ben Harris defines the central function of the entire school operation as "... learning and the teaching activities involved."\textsuperscript{13} In discussing this definition of the school operation, Harris concludes that "... instruction relatedness and pupil relatedness can be regarded as the major dimensions for analyzing the operation of the school."\textsuperscript{14}

Within this two-dimensional grid, Harris identifies five related functions, one of which is supervision, and shows the comparative relatedness of each to the actual process of instruction. These five functions can be listed and


\textsuperscript{14}Ibid.
discussed as follows:\textsuperscript{15} (1) The teaching function. Teaching is characterized by a direct relationship with the pupil and is central to Harris' previously mentioned function of education while the other four will be supplementary. (2) The special service function. This function can be at the same time highly pupil-related but only indirectly instruction related. Activities of nurses, counselors, recreation leaders and others would be included in this area. (3) The management function includes, among other things, the important activities of superintendents, business managers, custodians, and cafeteria workers. These functions serve students and their learning in a remote and indirect manner. (4) Supervision assumes its role as one of the five major functions of the school operation as a highly instruction-related activity, but only remotely related to pupils. Teaching has a direct impact on pupil learning while the impact of supervision is indirect. This is not to minimize the influence of supervision on learning, but only to suggest that its influence is felt for the most part through the medium of teachers. (5) The general administrative function tends to fall into a central position within the framework of the instruction and pupil centered dimensions and thus assumes a pivotal position in the total organization.

\textsuperscript{15}Ibid.
Based upon the preceding consideration of the total school operation, Harris defines supervision by stating that "Supervision is what personnel do with adults and things for the purpose of maintaining or changing the operation of the school in order to directly influence the attainment of the major instructional goals of the school."\textsuperscript{16}

This consideration of the aims of American education and the function of teacher supervision in contributing to the attainment of these aims suggests some criteria by which modern supervision can be evaluated. The value of any supervisory technique must be determined in terms of its usefulness to the supervisor in developing a deeper understanding of the teacher with whom he works. Without this understanding, the supervisor will be extremely limited in his ability to provide the type of environment that will enable his teachers to improve their own abilities and to provide the best possible educational program for children.\textsuperscript{17}

Leaders in the field of teacher supervision today are very much aware of the importance of teachers being regarded by their supervisors as well-trained and competent individuals. This is especially true in light of the preceding discussion of the aims of American education. The teacher's

\textsuperscript{16}Ibid.

\textsuperscript{17}Edith S. Greer, "Human Relations in Supervision," Education (December, 1962), 82:206.
attitude affects so vitally the kind of atmosphere in the classroom over which he presides, and the teacher's attitude is in turn affected to such a great extent by the kind of association he has with his supervisor and other superiors. The manner in which a teacher treats his students is, to a great extent, a reflection of the manner in which he is treated by his supervisor. The significance of the teacher-student relationship as a factor in the educational process is well illustrated in the following statement:

The strength of a child's emotional resources is determined, more than by any other single factor, by the way he is treated by the people closest to him. The role of the schools and of the teachers is probably second only to that of the home and parents. Because of the tremendous part the school had in influencing emotional development and because of the vital consequences of its success or failure, the emotional element in education is one that deserves more and more study by everyone in the school.\textsuperscript{18}

Four guiding principles for supervision which are carried out in a democratic setting can be listed as: (1) Supervision contributes significantly to the improvement of teaching when it contributes to the solution of problems and the accomplishment of goals considered important by both the teachers and the supervisors; (2) good supervision fosters meaningful involvement of teachers in making plans about things that affect them; (3) the foundation of good supervision is a recognition of the worth of the individual. It

\textsuperscript{18}Franseth, \textit{op. cit.}, p. 13.
provides an atmosphere of acceptance, support and understanding; and (4) effective supervision accepts and utilizes the scientific approach to problems encouraging careful study of adequate and accurate information.  

The modern concept of supervision does not call for authoritarian control. The underlying philosophy of current supervisory practice is adequately described by Neagley and Evans when they state that "the primary aim of supervision must be to recognize the inherent value of each person, to the end that the full potential of all will be realized."  

One of the primary duties of the supervisor of an earlier period was to make inspectional visits to his teachers—visits which became periods for the teacher to fear. This and many other aspects of the supervisory function have changed considerably. The modern supervisor does not inspect, dictate, or control, but operates in an atmosphere of mutual trust and respect and becomes "... an advisor, guide, co-worker, and helper of the teacher." The following list of duties which Landry suggests a modern supervisor should

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19Ibid., pp. 23-29.
21Boardman, op. cit., p. 52.
perform illustrates the trend away from authoritarian practices:

1. Working with principals to improve instruction.
2. Engaging in classroom visitation.
3. Initiating ideas, making suggestions, and accepting responsibility for getting a job done.
4. Serving as a resource person.
5. Providing consultative service.
6. Working with lay groups.
7. Providing con
8. Fostering an atmosphere of support and understanding to facilitate learning.
9. Providing opportunities for people to share in planning and making decisions about matters that affect them.
10. Engaging in activities and making plans for personal professional growth.

An excellent summary statement regarding the duties of the democratic supervisor is provided by Burton:

The new supervision fitted to the modern school is then (1) leadership, which (2) studies and improves the total teaching-learning situation and not merely some person or parts therein, (3) invites and respects the contributions of all persons who are interested and concerned with the given problem, (4) provides for freedom and initiative within a cooperatively determined policy, (5) emphasizes fundamentals rather than trivial details, and which, (6) proceeds in terms of a union of facts with the values of democracy.23

What kind of a person should a supervisor be and what type of training should he receive? A supervisor's personal traits and characteristics are obviously important. Tompkins, Ellsworth and Beckley have stated that "... his intuition, humility, friendliness, thoughtfulness, sense of humor—his

effect on others—as well as his patience are essential characteristics because supervisors deal with relationships between people. His effectiveness depends upon his understanding of human behavior."24

Kimbrough lists the following abilities and characteristics as being essential to the modern supervisor:

1. The effective school supervisor institutes close interpersonal relations with and among the group in which he is involved.
2. The effective supervisor has emotional stability. He helps create a calm, collected feeling which helps a group meet and confidently analyze a crisis.
3. The effective supervisor has ethical and moral strength. He has definite personally understood convictions.
4. The effective supervisor is effective in communicating abstract ideas to individuals and groups. He also realizes that listening is an important quality of communication.25

Prater26 points out that a consideration of the importance of essential personality traits should not cause us to overlook the importance of the type of knowledge and training a prospective supervisor receives. He lists a knowledge of curriculum development, supervisory techniques, and what constitutes good teaching as being essential to


effective supervision. King suggests that it is essential for the supervisor to have an adequate background in the following areas of learning:

1. Human growth and development.
2. The role of the school in society.
4. Curriculum change and supervision.
5. Organizational structure of the school.
6. Knowledge of educational research and research methodology.²⁷

III. A CONSIDERATION OF SPECIFIC ASPECTS OF THE SUPERVISORY FUNCTION

Classroom visitation. The trend away from inspection as a supervisory technique is not to be interpreted as an attempt to minimize the importance of the classroom visit as a function of the modern supervisor. If the objective of supervision is the improvement of instruction, then it appears obvious that the supervisor should spend much of his time in the locale of learning—the classroom.²⁸ The following purposes of classroom visitation provided by Neagley²⁹ illustrate that classroom visitation and inspection are no longer to be regarded as synonymous:

²⁸Neagley, op. cit., p. 130.
²⁹Ibid., p. 129.
1. Sensing the status of the curriculum and the experiences which students are having.
2. Discovering ideas that can be shared.
3. Establishing common bases for curriculum planning or in-service education.
4. Helping to improve the teaching-learning situation.

During the days when the major responsibility of the supervisor was to report on the teacher's work, the activity of a supervisor in the classroom was limited to observation. With an increased acceptance of the role of the supervisor as a co-worker or helper, the classroom visit has taken on more significance, and the supervisor is beginning to take a more active part. Some of the activities in which the supervisor may engage during a classroom visit are as follows: (1) The modern supervisor may be called upon to provide information by participating in class discussion, supplying books and pamphlets, showing pictures or introducing available resource persons. If a supervisor is to provide this type of service, he must acquaint himself with the many sources of information so that his teachers will have confidence in his willingness and ability to be of service to them. (2) Supervisors can be called upon to give demonstration lessons. This type of activity on the part of the supervisor can be especially helpful to the beginning teacher. Many educators believe, however, that demonstration teaching has a limited value for older more experienced teachers. (3) Cooperative teaching is another activity which some teachers and supervisors find useful. Here the
teachers and the supervisor work together throughout the
discussion and the supervisor does not necessarily assume
the leadership. (4) Observing children is an important
supervisory activity to be carried on during classroom
visits. Helping teachers understand students is one of the
most valuable services a supervisor can render his teacher
and he can prepare for this task by utilizing his many
opportunities to observe children in a variety of classroom
situations. (5) Observing the teacher has always been an
important function of the supervisor but the methods and
purpose of teacher observation have changed a great deal.
The modern supervisor observes teachers in order to better
equip himself for the task of being of service to all of the
teachers with whom he works. He is desirous of becoming
aware of new and effective ideas and methods.\textsuperscript{30}

The trend away from inspection and control in class­
room visitation is clearly apparent. The supervisor enters
a classroom with a respect for the teacher's ability and
with many purposes in mind, one of which is to gain ideas
which may be of value to other teachers with whom he works.
Boardman emphasizes this point in the following manner:

Observation may contribute as greatly to the growth
of the supervisor as it does to the growth of the
teachers. It will furnish him with an opportunity to
study methods and principles of instruction in operation

\textsuperscript{30} Franseth, \textit{op. cit.}, pp. 83-86.
and to improve his knowledge of the details of successful procedures in classroom method and management. It will also offer him an opportunity to study the effect of other supervisory activities and furnishes him with a basis for evaluating many aspects of the general program for improvement in the school through observing their influence upon the work in the classroom.31

This type of classroom visitation should be welcomed by the teacher. If a proper rapport exists the supervisor should feel free to visit a teacher's classroom at any time, and this visit should impose no hardship on either the teacher or the supervisor.32

Teacher conferences. The value of a conference between a teacher and a supervisor has not always been acknowledged, but today it is recognized as one of the most effective means of giving aid to teachers. "... Teachers are especially critical of supervisors who watch them teach and then to say nothing about what they observed. Teachers usually want to talk things over with the supervisor and get his suggestions.33

Of the many problems to be surmounted in order to experience success in teacher conferences, the problem of communication is perhaps the greatest. Ordway Tead discusses some of the weaknesses, on the part of many supervisors or

31 Boardman, op. cit., p. 147.
32 Neagley, op. cit., p. 129.
33 Franseth, op. cit., p. 86.
leaders, which must be overcome if meaningful communication is to be achieved:

Unconsciously some leaders have slightly condescending bearing. Some appear bored or preoccupied while subordinates explain problems. There are snobbish attitudes, holier-than-thou attitudes, impatient bearings and many more. One hears executives severely criticized as "poker-faced" by fellow workers because their expressions reveal so little. In most cases the leader does not realize that the way he looks speaks louder than what he says, yet his bearing is either helping people to get into closer communication with him or is pushing them away.34

It appears that the value of a conference is dependent to a great extent upon whether or not there is mutual respect and a two-way flow of ideas. This thought is supported by the following statement:

An individual conference is (or should be) a meeting between two persons equally interested in improving a situation. The views and facts of each party are necessary to complete the picture. Exchange of facts and ideas is focused on problem-solving and not on one of the persons in the conference.35

Neagley suggests other important characteristics of an effective conference in the following list:

1. The individual supervisory conference should be looked upon as part of a problem-solving technique.
2. Conferences should be thoroughly prepared for by both the supervisor and the teacher.
3. The conference should be held on school time or within the teacher day as defined by the district.

4. The conference should be held as soon after the classroom observation as possible.
5. The conference should be as informal as possible and held in a place where both teacher and the supervisor feel at ease.
6. The discussion must be in light of common, district-wide philosophy of education understood and accepted by both parties.
7. A plan of action should be drawn up in writing, including a summary of points agreed upon by both parties and the assignment of responsibilities.
8. A written summary should be kept of all conferences, and copies should be given to both participants.
9. The conference should be evaluated by both participants with the idea in mind of improving the conference technique.

Franseth has pointed out that evaluation of a teacher's work is not the only purpose for which individual conferences with teachers should be held. Conferences may profitably be centered around many topics such as planning a unit of study, teacher's personal problems, challenging the gifted, problems with parents, testing and many others. "No matter what the topic, an individual conference is usually successful only when it contributes to the solution of problems or the accomplishment of goals which the teachers consider important." \(^{37}\)

The literature clearly indicates that a basic rule to be followed by the supervisor in holding a conference is that the teacher must be made to feel that his own integrity

\(^{36}\) Neagley, op. cit., p. 137.

\(^{37}\) Franseth, op. cit., p. 87.
as a professional worker is neither ignored nor threatened. 38

The following comment is germane to this point:

Discussions which involve evaluation of a person's actions should be calculated to foster that person's self-confidence. Co-operative evaluation by teacher and supervisor is more fruitful than unilateral evaluation by the supervisor. The effective supervisor does not tell the teacher what to do. He may give his opinion, based on the best information he has, but he knows it is not wise for the teacher to follow his advice unless the teacher believes on good evidence that it is good advice. 39

General leadership. Principles of leadership are of course inherent within those aspects of the supervisory function already discussed. However, the importance of the subject and the more recent concepts of leadership justify a separate and more complete consideration.

Leadership has always been a topic of interest and public appeal. The demand for leadership during World War II gave impetus to a considerable research into the nature of effective leadership and this research has had, and is still having, a significant influence in the field of education.40

It is extremely difficult to approach teacher supervision and leadership as separate disciplines or fields of

38 Neagley, op. cit., p. 137.
study. Certainly many similarities can be seen in the historical development of the modern concepts of both of these activities. In both we see a gradual increase in a concern for the growth and development of the individual. Ordway Tead has made some significant contributions to the study of leadership and provides the following definition of leadership which could perhaps be accepted as representative of modern thinking on this important subject:

Leadership is the activity of influencing people to cooperate toward some goal which they come to find desirable.

Obviously there have been other conceptions in other times, which gave the name of leader to those who could dominate and command, to those in positions of headship who bore titles of authority. The unique emphasis in the idea of leading here advanced is upon the satisfaction and sense of self-fulfillment secured by the followers of the true leader. Today a psychologically and democratically adequate idea of leadership centers as much attention upon the results within the led as on the attributes or tangible methods of the leader. \(^{41}\)

This definition seems to be especially significant to supervisors who live and work in a democratic setting. It is imperative that supervisors recognize some of the hazards involved in their position. For example there is the tendency to become sophisticated about innovation, to shrug off ideas and suggestions of teachers. There is the tendency to be less enthusiastic in watching for and acknowledging

\(^{41}\)Tead, op. cit., p. 20.
creative teaching. Teachers want to work in an atmosphere wherein, consequent to a feeling of mutual trust and respect, they will be free to devote themselves fully to the true ideals of American education. Cable makes a plea for this kind of relationship in these words:

We grow and develop through the application of a working democracy. Let us pause for the refreshment of a collective, intelligent and democratic group process and renew our faith in the schools. Let us call for teachers and administrators to work together to gain new and more cohesive relationship between themselves.

Teachers want a relationship with supervisors which will enable them to remain in control of their own destiny. "They want to have the feeling that they are in business for themselves—not for the supervisor." A valuable concept concerning the criteria to be used in evaluating the success of leadership is found in the following statement by Tead:

Leadership, it cannot be too often stressed, is not a matter of hypnosis, blandishment or "salesmanship." It is a matter of leading out from within individuals those impulses, motives and efforts which they discover to represent themselves most truly. It is a matter of having individuals find in associated effort under wise direction that their personal power is multiplied, personal desires are integrated and personal sensibility is heightened.

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Leadership is known by the personalities it enriches, not by those it dominates or captivates. Leadership is not a process of exploitation of others for extraneous ends. It is a process of helping others to discover themselves in the achieving of aims which have become intrinsic to them. The proof of leading is in the qualitative growth of the led as individuals and as group members. Any other test is trivial and unworthy.45

Teachers must be creative and productive. The creative and productive teacher is the growing, developing, becoming teacher. One of the greatest challenges presented to those engaged in supervisory leadership is to establish the kind of relationship with and among those with whom they work which is amenable to individual growth and creativity. Burnett46 has written concerning the importance of providing such a relationship. His lists five demands which this task places upon the supervisor and his thoughts can be summarized as follows: (1) Supervisors must believe creativity and individuality to be major objectives of our public school system of education. The importance of the individual and his contribution is fundamental to our way of life and this concept should be fostered in our public schools. The teacher who works in an atmosphere where his creativity and individuality is respected will be more apt to respect the creativity and individuality of his students. (2) Supervisors must admit that they are belled with a status role.

45Tead, op. cit., p. 81.
46Burnett, op. cit.
The difficulty of assuming a status role and at the same
time developing a productive democratic relationship with
teachers should be recognized by supervisors. Teachers want
and need to have their own professional training and ability
recognized the respected. (3) Creativity demands a higher
level of maturity than some supervisors have been able to
demonstrate. Self-absorption is the sure way to become
insensitive to others. A productive relationship with
teachers demands a mature self-acceptance on the part of
supervisors. (4) Supervisors need to have confidence in the
effects of creative experiences upon teachers. Teachers
must be regarded as artists—not technicians. (5) Super­
visors must accept a role which necessitates a constant
demonstration of certain noticeable behavior traits. It
needs to be remembered that true feelings are more important
than techniques and that one should not strain at becoming a
creative supervisor. Genuine and mutual respect provides
the foundation upon which the productive and helping rela­
tionship is established.

A justifiably widely held view is that status is not
conferred by virtue of formal title alone. The leader must
be accepted. This concept has given birth to what is now
referred to as emergent leadership. Harris discusses this
concept in the following:

Effective curriculum development activities must
secure substantial involvement at the classroom-teacher
level. Here is where emergent leadership must be
encouraged. The alternatives to the cultivation of emergent teacher leaders involve (a) seriously overworking official leadership, (b) centralizing curriculum development decisions, and (c) restricting the pace of curriculum development activities. To the degree that supervisors can cultivate conditions which produce emergent leaders, other alternatives are unnecessary.  

There are two steps which are deemed highly essential to successful democratic or emergent leadership: (a) Group processes are initiated by having the members of a group identify and achieve awareness of the significance of their own needs; and (b) the initial stages of the second step involves a further clarifying of need through group discussion. The second step is complete when the individual perception of these needs includes a comprehension of group involvement.  

The demands which the preceding concepts of leadership place upon the modern leader are great and suggest the need for a careful, thoughtful consideration of the qualifications of those who are to fill supervisory or leadership positions. The following list of qualifications to be possessed by leaders is interesting and suggestive:

1. Physical and nervous energy
2. A sense of purpose and direction
3. Enthusiasm

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47 Harris, op. cit., p. 393.
49 Tead, op. cit., p. 83.
4. Friendliness and affection
5. Integrity
6. Technical mastery
7. Decisiveness
8. Intelligence
9. Teaching skill
10. Faith

Tead has also very effectively described the role of the modern leader and his words can serve as an appropriate conclusion to this consideration of educational leadership:

The good leader rescues our lives from boredom and apathy. And in this more ultimate guise than leadership is often conceived, the leader helps his followers to a desirable and desired self-transcendence, a rising above the ordinary and routine in personal meaningfulness and sense of significance. He may well elevate purposes which may seem prosy to their inwardly poetic or otherwise important potential. He unifies meaning and significance in living and working or in the familiar verse: He redeems our lives from destruction—the destruction of futility and aimlessness.

IV. CONCLUSION

Man's greatest challenge is to provide a setting for all of life's activities in which each individual is provided with that freedom and autonomy necessary to the achievement of all that individual potential will allow. Man must come to regard his fellow beings as ends in and of themselves and never as means.

This attitude towards man must be a fundamental tenent in the philosophy of all those who assume any responsibility

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in the educational enterprise of this country. Nothing less can be accepted in a democracy. The history of educational supervision in America, as is the case with leadership and supervision in other disciplines, is an account of gradual but unremitting progress toward the realization of this goal. The philosophy, ideas, and methods of democratic supervision and leadership are now fully developed and available to be incorporated into the lives and work of those who have developed sufficient maturity and insight.
CHAPTER III
RESEARCH RESULTS

I. INTRODUCTION

The purpose of this study was to evaluate the performance of the coordinators of the Latter-day Saint Seminary System in their role as teacher supervisors. Standards established by experts in the field of public school supervision served as criteria and were used in the evaluation of the coordinators.

This chapter will present the data gathered in sampling 250 of the 445 released-time seminary teachers who responded to a questionnaire designed to ascertain the teacher's evaluation of his coordinator's performance in the areas of leadership, classroom visitation, teacher conferences, and the conducting of monthly faculty meetings. Though there are some teachers in the seminary system who perform the supervisory function on a part-time basis, such individuals were not asked to participate in the survey.

The 250 seminary teachers who were asked to participate in the survey were randomly selected from each of the 31 seminary districts wherein released-time seminaries are in operation. The term "released-time" is used herein to describe the seminary program in which students are released from high school for one period during each school day for
the purpose of receiving religious instruction. Most of the seminars under this program are in operation during the entire school day and all of the teachers selected for this study were employed on a full-time basis as seminary teachers.

II. CONSTRUCTION AND USE OF THE QUESTIONNAIRE

The questionnaire for this study was designed, after careful consideration of the literature on teacher supervision, to provide the seminary teachers with positive, definitive statements regarding principles of modern supervision. Using these statements as criteria, the seminary teachers rated their coordinators on a five-point scale ranging from inferior to superior. The rating scale, as it appeared in the questionnaire, is as follows:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your</td>
<td>Your</td>
<td>Your</td>
<td>Your</td>
<td>Your</td>
</tr>
<tr>
<td>Coordi-</td>
<td>coordinator</td>
<td>coordinator</td>
<td>coordinator</td>
<td>coordinator</td>
</tr>
<tr>
<td>nator's</td>
<td>is moving</td>
<td>nator's is moving</td>
<td>nator's is moving</td>
<td>nator's is moving</td>
</tr>
<tr>
<td>perform-</td>
<td>toward</td>
<td>perform-</td>
<td>perform-</td>
<td>perform-</td>
</tr>
<tr>
<td>ance is</td>
<td>average</td>
<td>ance is</td>
<td>superior</td>
<td>performance</td>
</tr>
<tr>
<td>inferior</td>
<td>performance</td>
<td>average</td>
<td></td>
<td>superior</td>
</tr>
</tbody>
</table>

The questionnaire was divided into four main sections which appeared in the following order: (1) General information, (2) leadership, (3) classroom visitation, and (4) monthly meetings.
III. GENERAL INFORMATION

Educational background of the participating teachers.
The questionnaire requested information pertinent to the professional training of the seminary teachers and Table I indicates the extent of this training which ranges from less than two years of college training up to a Master's Degree plus sixty hours.

The Department of Education of the Latter-day Saint Church has encouraged seminary teachers to further their education beyond the Bachelor's Degree. The results of this encouragement are readily apparent when ninety-five or 54.59 per cent of the seminary teachers who responded to the questionnaire completed educational training beyond the Bachelor's Degree. If this trend continues, the desire of the Latter-day Saint Church to staff its educational system with highly trained and competent personnel will be realized.

Those seminary teachers who indicated that they had earned a Master's Degree were asked to identify their major field of study for this degree. Table II indicates the responses made to this question.

The response in Table II indicates that 70.7 per cent of forty-six seminary teachers with an earned Master's Degree have completed their degree in the following three
### TABLE I

**EDUCATIONAL BACKGROUND OF SEMINARY TEACHERS**

<table>
<thead>
<tr>
<th>College Training</th>
<th>Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 2 years</td>
<td>2</td>
<td>1.15</td>
</tr>
<tr>
<td>More than 2 years but less than B.S.</td>
<td>5</td>
<td>2.87</td>
</tr>
<tr>
<td>Bachelor's Degree</td>
<td>69</td>
<td>39.66</td>
</tr>
<tr>
<td>Bachelor's Degree plus 30 hours</td>
<td>56</td>
<td>32.18</td>
</tr>
<tr>
<td>Master's Degree</td>
<td>22</td>
<td>12.64</td>
</tr>
<tr>
<td>Master's Degree plus 30 hours</td>
<td>13</td>
<td>7.47</td>
</tr>
<tr>
<td>Master's Degree plus 60 hours</td>
<td>4</td>
<td>2.31</td>
</tr>
<tr>
<td>Doctorate</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>Blank</td>
<td>3</td>
<td>1.72</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>174</strong></td>
<td><strong>100.0</strong></td>
</tr>
<tr>
<td>Major Field of Study</td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>--------</td>
<td>----------</td>
</tr>
<tr>
<td>Education or educational administration</td>
<td>11</td>
<td>6.32</td>
</tr>
<tr>
<td>Counseling and Guidance</td>
<td>10</td>
<td>5.75</td>
</tr>
<tr>
<td>Religious Education</td>
<td>12</td>
<td>6.90</td>
</tr>
<tr>
<td>Social Science</td>
<td>8</td>
<td>4.60</td>
</tr>
<tr>
<td>Natural Science</td>
<td>2</td>
<td>1.15</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
<td>1.15</td>
</tr>
<tr>
<td>Business or Economics</td>
<td>1</td>
<td>.57</td>
</tr>
<tr>
<td>Number who have not earned Master's Degree</td>
<td>128</td>
<td>73.56</td>
</tr>
<tr>
<td>Total</td>
<td>174</td>
<td>100.0</td>
</tr>
</tbody>
</table>
fields of study: Education or Educational Administration, Counseling and Guidance, or Religious Education. The Department of Education has not made any requirements as to the field of study for teachers who seek graduate degrees. It appears, as one would expect, that the majority of the seminary teachers seek graduate degrees from those fields of study related, in some way, to teaching.

Teaching experience of participants. A supervisor's approach to the task of providing effective aid to teachers varies according to the experience of those with whom he works. Table III indicates the teaching experience of the seminary teachers who participated in this study.

As Table III indicates eighty-six or 49.42 per cent of the teachers who participated in the study had three or fewer years of teaching experience. A teacher supervisor encounters one of his greatest challenges when he sets about to give aid and direction to new and inexperienced teachers, and this high percentage of inexperienced seminary teachers, due to the recent rapid expansion of the seminary system, offers a unique challenge to seminary coordinators.

IV. LEADERSHIP

A study of the literature related to the field of teacher supervision revealed a great need for supervisors to be cognizant of the more recently discovered principles of
TABLE III
NUMBER OF YEARS OF TEACHING EXPERIENCE OF SEMINARY TEACHERS

<table>
<thead>
<tr>
<th>Number of Years</th>
<th>Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>37</td>
<td>21.26</td>
</tr>
<tr>
<td>2</td>
<td>28</td>
<td>16.09</td>
</tr>
<tr>
<td>3</td>
<td>21</td>
<td>12.07</td>
</tr>
<tr>
<td>4</td>
<td>11</td>
<td>6.32</td>
</tr>
<tr>
<td>5</td>
<td>12</td>
<td>6.90</td>
</tr>
<tr>
<td>6 - 9</td>
<td>31</td>
<td>17.82</td>
</tr>
<tr>
<td>10 - 14</td>
<td>15</td>
<td>8.62</td>
</tr>
<tr>
<td>15 - 29</td>
<td>11</td>
<td>6.32</td>
</tr>
<tr>
<td>30 years or more</td>
<td>4</td>
<td>2.30</td>
</tr>
<tr>
<td>Blank</td>
<td>4</td>
<td>2.30</td>
</tr>
<tr>
<td>Total</td>
<td>174</td>
<td>100.0</td>
</tr>
</tbody>
</table>
leadership and to develop the ability and inclination to apply them. Questions designed to ascertain the seminary teacher's evaluation of his coordinator's leadership ability and based upon the principles inherent within the modern concept of supervisory leadership, were included in the questionnaire. Table IV is a tabulation of these responses.

It is noteworthy that, as Table IV indicates, the great majority of the teachers responded to this portion of the questionnaire by placing their coordinators either in the "moving toward superior" or "superior" classification on the rating scale. This suggests a general satisfaction on the part of seminary teachers with their coordinators as leaders and this type of teacher satisfaction is especially vital to the success of the modern supervisor. There was, however, a significant percentage of the seminary teachers responding to the questionnaire who rated their coordinator's performance as being in the range from inferior to average in relation to certain principles of leadership. These should be noted.

Table V indicates those areas of leadership in which, according to the seminary teachers, there are significant indications of weakness on the part of the coordinators. The principle of leadership involved is listed along with the number and percentage of seminary teachers who evaluated their coordinator's performance as being in the range of inferior to average.
### TABLE IV

**SEMINARY TEACHERS' APPRAISAL OF THEIR COORDINATORS' LEADERSHIP ABILITY**

<table>
<thead>
<tr>
<th>Principles of Leadership</th>
<th>Inferior</th>
<th>Moving toward average</th>
<th>Average</th>
<th>Moving toward superior</th>
<th>Superior</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Per cent</td>
<td>No.</td>
<td>Per cent</td>
<td>No.</td>
</tr>
<tr>
<td>Coordinator seldom uses criticism as means of motivation</td>
<td>4</td>
<td>2.30</td>
<td>11</td>
<td>6.32</td>
<td>41</td>
</tr>
<tr>
<td>Coordinator takes special interest in young and beginning teachers</td>
<td>8</td>
<td>4.60</td>
<td>5</td>
<td>2.87</td>
<td>32</td>
</tr>
<tr>
<td>Coordinator remembers and acts upon suggestion made by teacher</td>
<td>3</td>
<td>1.76</td>
<td>9</td>
<td>5.17</td>
<td>29</td>
</tr>
<tr>
<td>Coordinator gives evidence of his respect for teacher's professional training</td>
<td>2</td>
<td>1.15</td>
<td>4</td>
<td>2.30</td>
<td>27</td>
</tr>
<tr>
<td>Coordinator displays genuine desire to receive suggestions and ideas from teachers</td>
<td>7</td>
<td>4.02</td>
<td>5</td>
<td>2.87</td>
<td>22</td>
</tr>
<tr>
<td>Coordinator encourages desire to experiment</td>
<td>2</td>
<td>1.15</td>
<td>9</td>
<td>5.17</td>
<td>22</td>
</tr>
<tr>
<td>Coordinator recognizes and admits his own mistakes</td>
<td>3</td>
<td>1.72</td>
<td>10</td>
<td>5.75</td>
<td>34</td>
</tr>
</tbody>
</table>
### TABLE IV (continued)

<table>
<thead>
<tr>
<th>Principles of Leadership</th>
<th>Inferior</th>
<th>Moving toward average</th>
<th>Average</th>
<th>Moving toward superior</th>
<th>Superior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordinator provides opportunities for teachers to work together as a team</td>
<td>2 1.15</td>
<td>4 2.30</td>
<td>50 17.24</td>
<td>68 39.08</td>
<td>68 39.08</td>
</tr>
<tr>
<td>Coordinator accords fair, equal and friendly treatment to all his teachers</td>
<td>4 2.30</td>
<td>8 4.60</td>
<td>28 16.09</td>
<td>60 34.48</td>
<td>72 41.38</td>
</tr>
<tr>
<td>Your coordinator is successful in enlisting the cooperation of Stake officials</td>
<td>3 1.72</td>
<td>2 1.15</td>
<td>46 26.44</td>
<td>58 33.33</td>
<td>57 32.76</td>
</tr>
<tr>
<td>Coordinator maintains same standards which he sets for teachers</td>
<td>0 0</td>
<td>6 3.45</td>
<td>11 6.32</td>
<td>49 28.16</td>
<td>107 61.49</td>
</tr>
<tr>
<td>Coordinator gives evidence of desire to continue to develop professionally and as a person</td>
<td>0 0</td>
<td>3 1.72</td>
<td>18 10.32</td>
<td>56 32.18</td>
<td>96 55.17</td>
</tr>
<tr>
<td>Coordinator understands problems unique to your area</td>
<td>6 3.45</td>
<td>9 5.17</td>
<td>34 19.54</td>
<td>63 36.21</td>
<td>59 33.91</td>
</tr>
<tr>
<td>Coordinator does not favor some teachers over others</td>
<td>5 2.87</td>
<td>13 7.47</td>
<td>26 14.94</td>
<td>53 30.46</td>
<td>72 41.58</td>
</tr>
</tbody>
</table>
### TABLE IV (continued)

<table>
<thead>
<tr>
<th>Principles of Leadership</th>
<th>Inferior</th>
<th>Moving toward average</th>
<th>Average</th>
<th>Moving toward superior</th>
<th>Superior</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Per No.</td>
<td>Per cent</td>
<td>Per No.</td>
<td>Per cent</td>
<td>Per No.</td>
</tr>
<tr>
<td>Coordinator is never careless in personal appearance</td>
<td>0  0</td>
<td>3  1.72</td>
<td>9  5.17</td>
<td>47  27.01</td>
<td>114  65.52</td>
</tr>
<tr>
<td>Coordinator meets problems with contagious calmness</td>
<td>2  1.15</td>
<td>4  2.30</td>
<td>30  17.24</td>
<td>68  39.08</td>
<td>68  39.08</td>
</tr>
<tr>
<td>Coordinator is an effective, attentive listener</td>
<td>9  5.17</td>
<td>11  6.32</td>
<td>25  14.37</td>
<td>50  28.74</td>
<td>78  44.83</td>
</tr>
<tr>
<td>Coordinator has ability to effectively and clearly convey his own thoughts</td>
<td>3  1.72</td>
<td>11  6.32</td>
<td>29  16.67</td>
<td>65  37.36</td>
<td>65  37.36</td>
</tr>
<tr>
<td>Principle of Leadership</td>
<td>Number</td>
<td>Per cent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td>--------</td>
<td>----------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coordinator accords fair and equal treatment</td>
<td>40</td>
<td>22.99</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coordinator remembers and acts upon suggestions of teachers</td>
<td>41</td>
<td>23.60</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coordinator understands individual problems</td>
<td>49</td>
<td>28.16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coordinator does not favor some teachers</td>
<td>44</td>
<td>25.28</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coordinator is an effective, attentive listener</td>
<td>45</td>
<td>25.86</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
As Table V indicates, the coordinator, according to the seminary teachers who responded, enjoys the least amount of leadership success in activities which involve a genuine concern and respect for the individual. For example such activities as being a good listener, according fair and equal treatment to all, displaying genuine interest in teacher suggestions are listed in Table V. When it is remembered that a concern and respect for the individual is the foundation upon which the framework of modern supervisor practice rests, the material in Table V becomes worthy of consideration.

V. CLASSROOM VISITATION

Frequency of classroom visits. Although many early practices and concepts related to classroom visitation as a supervisory function have changed, it is still one of the most important functions of the modern teacher supervisor. The number of times a supervisor visits his teachers during a school year is an important consideration in determining the value of this activity. Seminary teachers were asked to indicate the number of times during the school year that they were visited by their coordinator. Information pertinent to this question is found in Table VI.

Although leaders in the field of teacher supervision are not agreed as to the frequency of supervisory visits to teachers, it seems apparent from a consideration of the
### TABLE VI

**NUMBER OF CLASSROOM VISITS MADE BY COORDINATORS DURING THE SCHOOL YEAR**

<table>
<thead>
<tr>
<th>Number of Visits</th>
<th>Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 2</td>
<td>52</td>
<td>29.89</td>
</tr>
<tr>
<td>3 - 4</td>
<td>66</td>
<td>37.93</td>
</tr>
<tr>
<td>5 - 6</td>
<td>33</td>
<td>18.97</td>
</tr>
<tr>
<td>7 - 8</td>
<td>13</td>
<td>7.47</td>
</tr>
<tr>
<td>9 - 10</td>
<td>6</td>
<td>3.44</td>
</tr>
<tr>
<td>Teachers who did not respond</td>
<td>4</td>
<td>2.30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>174</td>
<td>100.0</td>
</tr>
</tbody>
</table>
available literature on the subject that four visits during the school year are not adequate if the kind of relationship so vital to successful modern supervision is to be established. As Table VI indicates 118 or 67.82 per cent of the 174 teachers who responded were visited by their coordinators from one to four times during the school year. Reasons for this obvious weakness in the seminary supervisory program are not difficult to find. According to the most recent annual report there are 445 seminary teachers and thirty-one coordinators in the seminary system. In terms of numbers this means that there are approximately fourteen seminary teachers to every coordinator. However, geographic setting and population trends make a proper ratio of teachers to coordinators difficult. In some districts where coordinators are given the responsibility for only twelve or fourteen teachers, the geographic area which these districts encompass is so great as to make it extremely difficult for a coordinator to visit all of his teachers an appropriate number of times during the school year. In other more thickly populated districts a coordinator may have the responsibility for seventy teachers. Here the sheer weight of numbers makes an appropriate number of visits impossible. At the present time nothing can be done to alleviate the problem of geographic setting. However, in the more thickly populated areas, coordinators need not be assigned the responsibility of such an excessive number of teachers as seventy or eighty.
The leaders of the Latter-day Saint Department of Education would have the responsibility of making any adjustments in the number of teachers assigned to coordinators. A thorough consideration of this matter would seem to be in keeping with the concern of the Church for the efficient and effective functioning of its educational system.

In view of the fact that the salary of seminary teachers is determined by merit rating, it is even more imperative that serious consideration be given to the problem of how frequently coordinators should visit their assigned teachers.

**Duration of classroom visits.** Teachers were also asked to indicate the duration of most of the classroom visits made by their coordinators. Table VII is a compilation of this information.

As Table VII indicates 117 or 67.24 per cent of the 174 teachers who responded state that the duration of their coordinator's classroom visit is one period or less. The significance of this information becomes more apparent when two points are kept in mind. (1) It is clear that the majority of the seminary teachers are visited, as Table VI on page 49 indicates, only one to four times per school year, and (2) these visits become the basis of salary considerations for seminary teachers inasmuch as the leaders of the seminary system have adopted a merit rating plan. The
<table>
<thead>
<tr>
<th>Duration</th>
<th>Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than one period</td>
<td>25</td>
<td>14.37</td>
</tr>
<tr>
<td>One period</td>
<td>92</td>
<td>52.87</td>
</tr>
<tr>
<td>Two periods</td>
<td>39</td>
<td>22.41</td>
</tr>
<tr>
<td>Half day</td>
<td>14</td>
<td>8.05</td>
</tr>
<tr>
<td>All day</td>
<td>2</td>
<td>1.15</td>
</tr>
<tr>
<td>Blank</td>
<td>2</td>
<td>1.15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>174</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
effective evaluation of the teacher under ideal conditions is understood by educational leaders to be extremely difficult if not impossible. An evaluation of a teacher based upon four or less one hour visits per school year would seem, at best, to involve a great deal of subjective guess work.

In further studying the data received concerning the duration and frequency of classroom visits, an attempt was made to discover any significant relationships between the frequency of the coordinator's visit and the duration of their visits. Table VIII presents a tabulation of this information.

Table VIII further illustrates the impossibility of a coordinator accomplishing his work as a teacher supervisor according to the principles of modern supervision when burdened with the responsibility of too many teachers. It is clear, contrary to what one would expect, that the duration of classroom visits increases as the frequency of classroom visits increases.

The seminary teachers' attitude toward the frequency and duration of classroom visits is of interest. They were asked to indicate whether or not, in their opinion, the coordinator observed their teaching often enough and long enough to become adequately acquainted with their work. The results were that twenty-one or 12.07 per cent of the teachers rated their coordinator's performance "inferior"
<table>
<thead>
<tr>
<th>Frequency of Visits Per Year</th>
<th>Less than one period</th>
<th>One period</th>
<th>Two periods</th>
<th>Half Day</th>
<th>All day</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Per cent</td>
<td>No.</td>
<td>Per cent</td>
<td>No.</td>
</tr>
<tr>
<td>1 - 2</td>
<td>20</td>
<td>38.46</td>
<td>27</td>
<td>51.92</td>
<td>4</td>
</tr>
<tr>
<td>3 - 4</td>
<td>3</td>
<td>4.55</td>
<td>48</td>
<td>72.73</td>
<td>12</td>
</tr>
<tr>
<td>5 - 6</td>
<td>1</td>
<td>3.03</td>
<td>13</td>
<td>39.39</td>
<td>16</td>
</tr>
<tr>
<td>7 - 8</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>15.38</td>
<td>4</td>
</tr>
<tr>
<td>9 - 10</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>33.33</td>
<td>2</td>
</tr>
</tbody>
</table>
with respect to this question, twenty-five or 14.37 per cent rated their coordinators "moving toward average," and forty-six or 26.44 per cent rated the coordinators as being "average" in their performance of this important duty. Thus, ninety-two or 52.88 per cent of the 174 teachers who responded to this question rated their coordinators as just average or below. Considering the fact that the salary of seminary teachers is determined by a merit rating, they deserve to be visited more often and for longer periods of time.

VI. TEACHER CONFERENCES

Authorities in the field of supervision regard the teacher conference as being indispensable as an integral part of the supervisory function and have identified the fundamental characteristics of the effective teacher conference.

Frequency of teacher conferences. Table IX indicates the frequency of teacher conferences held by the coordinators with their teachers.

Table IX indicates that only sixty-nine or 39.66 per cent of the 174 seminary teachers who responded enjoy a conference with their coordinator during each of his visits. The term conference is used herein to describe a private meeting between the teacher and coordinator during which there is a two-way flow of ideas concerning problems of teaching. This private conference is essential to the
## TABLE IX

**FREQUENCY OF COORDINATOR-TEACHER CONFERENCES**

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>69</td>
<td>39.66</td>
</tr>
<tr>
<td>Usually</td>
<td>78</td>
<td>44.83</td>
</tr>
<tr>
<td>Seldom</td>
<td>20</td>
<td>11.49</td>
</tr>
<tr>
<td>Never</td>
<td>5</td>
<td>2.87</td>
</tr>
<tr>
<td>Blank</td>
<td>2</td>
<td>1.15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>174</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
establishment of the type of relationship upon which modern supervision is based.

**Duration of teacher conferences.** Information was sought concerning the duration of most of the conferences coordinators held with their teachers. Data pertinent to this question is found in Table X.

With seventy-seven or 41.96 per cent of the teachers reporting that conferences last only fifteen minutes or less, the value of these conferences would be seriously questioned by leaders in the field of teacher supervision. The coordinators seem to be making little use of one of their only means of becoming better acquainted with the individual problems and capabilities of their teachers. Additional pertinent information regarding teacher conferences is presented in Table XI. This table contains the seminary teachers' evaluation of the effectiveness of the conferences their coordinators held with them. Their evaluation was made according to criteria provided by authorities in the field of teacher supervision.

Table XI manifests a general satisfaction on the part of the seminary teachers with the performance of their coordinators in conducting teacher conferences. However, 109 or 62.64 per cent of the respondents indicated that they were not being given adequate opportunity to participate in the evaluation of the effectiveness of these conferences.
<table>
<thead>
<tr>
<th>Duration</th>
<th>Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>One hour</td>
<td>17</td>
<td>9.77</td>
</tr>
<tr>
<td>Forty-five minutes</td>
<td>24</td>
<td>13.79</td>
</tr>
<tr>
<td>Thirty minutes</td>
<td>54</td>
<td>31.03</td>
</tr>
<tr>
<td>Fifteen minutes</td>
<td>40</td>
<td>22.99</td>
</tr>
<tr>
<td>Less than fifteen minutes</td>
<td>33</td>
<td>18.97</td>
</tr>
<tr>
<td>Blank</td>
<td>6</td>
<td>3.45</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>174</td>
<td>100.0</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Inferior</td>
<td>Moving toward average</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>----------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Coordinator displays interest in ideas and suggestions of teacher</td>
<td>6</td>
<td>3.34</td>
</tr>
<tr>
<td>Coordinator does as much listening as talking</td>
<td>12</td>
<td>6.90</td>
</tr>
<tr>
<td>Coordinator allows enough time for conferences</td>
<td>13</td>
<td>7.47</td>
</tr>
<tr>
<td>Coordinator asks for teacher evaluation of conference</td>
<td>37</td>
<td>21.26</td>
</tr>
<tr>
<td>Coordinator keeps a record of conferences</td>
<td>11</td>
<td>6.32</td>
</tr>
<tr>
<td>Coordinator allows teacher to feel at ease at conference</td>
<td>6</td>
<td>3.45</td>
</tr>
<tr>
<td>Coordinator gives evidence of having carefully observed teacher in classroom</td>
<td>5</td>
<td>2.87</td>
</tr>
</tbody>
</table>

**TABLE XI**

SEMINARY TEACHERS' EVALUATION OF COORDINATORS' PERFORMANCE DURING TEACHER CONFERENCE
The number who express dissatisfaction in this matter becomes more significant when it is remembered that according to leaders in teacher supervision, it is essential to have both the teacher and the supervisor regard the teacher conference as a joint enterprise.

The extent to which the duration and effectiveness of teacher conferences are related is difficult to determine. An effort was made to ascertain the feelings and experiences of seminary teachers regarding this question and Table XII presents a compilation of the findings.

It appears from Table XII that for the most part, teacher reaction to conferences lasting fifteen minutes or less is more negative than it is for conferences of a longer duration.

VII. MONTHLY MEETINGS

Each of the seminary coordinators has the responsibility of conducting a monthly faculty meeting which is to be primarily devoted to a consideration of ideas and problems related to teaching. The questionnaire supplied the seminary teachers with definitive statements regarding characteristics of an effective meeting. Using these statements as criteria, the seminary teachers evaluated their coordinator's ability to plan and conduct monthly faculty meetings.
# TABLE XII

RELATIONSHIP BETWEEN DURATION AND LENGTH OF TEACHER CONFERENCES

<table>
<thead>
<tr>
<th>Duration</th>
<th>Inferior</th>
<th>Moving toward average</th>
<th>Average</th>
<th>Moving toward superior</th>
<th>Superior</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Per cent</td>
<td>No.</td>
<td>Per cent</td>
<td>No.</td>
</tr>
<tr>
<td>1 hours</td>
<td>--</td>
<td>--</td>
<td>2</td>
<td>11.76</td>
<td>6</td>
</tr>
<tr>
<td>45 minutes</td>
<td>1</td>
<td>4.17</td>
<td>1</td>
<td>4.17</td>
<td>4</td>
</tr>
<tr>
<td>30 minutes</td>
<td>2</td>
<td>3.70</td>
<td>1</td>
<td>1.87</td>
<td>8</td>
</tr>
<tr>
<td>15 minutes</td>
<td>--</td>
<td>--</td>
<td>6</td>
<td>15.00</td>
<td>5</td>
</tr>
<tr>
<td>Less than 15 minutes</td>
<td>6</td>
<td>18.18</td>
<td>6</td>
<td>18.18</td>
<td>7</td>
</tr>
</tbody>
</table>
Table XIII is a compilation of the information related to this evaluation.

It is noteworthy that eighty-seven or 50 per cent of the teachers who responded seemed to be of the opinion that coordinators could do more in making the planning of the monthly meetings a cooperative endeavor between themselves and their coordinator. Leaders in the field of supervision would agree that this joint responsibility is essential. They would also state further that the success of faculty meetings, such as are held monthly for seminary teachers, depends upon the extent to which those who attend these meetings feel personally involved.

The fact that the monthly faculty meeting is to be primarily devoted to problems related to teaching makes the response to the last item in Table XIII significant. When asked to indicate the value of monthly meetings as a means of improving their teaching, 117 or 67.25 per cent of the seminary teachers who responded evaluated the meetings to be either "superior" or "moving toward superior."

Reference was made earlier in this study to the fact that the area encompassed by some districts is so large as to make it difficult for some coordinators to visit their teachers an appropriate number of times during a school year. An attempt was made to ascertain whether or not this same problem of distance had any effect on the reaction of teachers to the monthly faculty meetings. The distance
<table>
<thead>
<tr>
<th>Characteristics of effective faculty meeting</th>
<th>Inferior</th>
<th>Moving toward average</th>
<th>Average</th>
<th>Moving toward superior</th>
<th>Superior</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Per cent</td>
<td>No.</td>
<td>Per cent</td>
<td>No.</td>
</tr>
<tr>
<td>Meetings are planned cooperatively by coordi­nator and teachers</td>
<td>12</td>
<td>6.90</td>
<td>26</td>
<td>14.94</td>
<td>49</td>
</tr>
<tr>
<td>Meetings deal primarily with problems related to teaching</td>
<td>3</td>
<td>1.72</td>
<td>17</td>
<td>9.77</td>
<td>34</td>
</tr>
<tr>
<td>Meetings are well organized and effect­ively conducted</td>
<td>2</td>
<td>1.15</td>
<td>9</td>
<td>5.17</td>
<td>28</td>
</tr>
<tr>
<td>Teacher gains ideas from meetings which are of value in improving their performance as teachers</td>
<td>4</td>
<td>2.30</td>
<td>12</td>
<td>6.90</td>
<td>38</td>
</tr>
</tbody>
</table>
traveled by seminary teachers in order to attend these meetings ranged from less than ten miles to over one hundred miles. Information pertinent to any correlation that may exist between distance traveled and teacher reaction to monthly faculty meetings is found in Table XIV.

**TABLE XIV**

RELATIONSHIP BETWEEN DISTANCE TRAVELED AND TEACHER REACTION TO FACULTY MEETINGS

<table>
<thead>
<tr>
<th>Distance</th>
<th>Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 10 miles</td>
<td>74</td>
<td>35.14</td>
</tr>
<tr>
<td>11 - 25 miles</td>
<td>40</td>
<td>35.00</td>
</tr>
<tr>
<td>26 - 50 miles</td>
<td>28</td>
<td>28.00</td>
</tr>
<tr>
<td>51 - 100 miles</td>
<td>19</td>
<td>21.05</td>
</tr>
<tr>
<td>Over 100 miles</td>
<td>10</td>
<td>30.00</td>
</tr>
</tbody>
</table>

From Table XIV it would appear that the distance a seminary teacher travels in order to attend faculty meetings has no significant bearing on his evaluation of that meeting. In fact it appears evident that those who travel greater distances to the monthly faculty meetings judge them to be of more value than those who are not required to travel a significant distance. The fact that teachers who live in outlying and remote areas and are therefore called upon to travel greater distances, are more appreciative of
the opportunity to meet with other teachers, may be a par-
tial explanation for this.
CHAPTER IV

SUMMARY, FINDINGS, CONCLUSIONS,
AND RECOMMENDATIONS

I. SUMMARY

Need for the study. The Church of Jesus Christ of Latter-day Saints has as one of its basic tenets the necessity of individual commitment to the discovery of truth. Education is important as a contributing factor to the eternal growth and development of man.

Recognizing the necessity of a spiritual framework within which a distinction between truth and error could be made in that which was learned, the leaders of the Church established the Seminary Program which provides high school students with week-day religious instruction to accompany and give perspective to their other studies. Since the inception of the Seminary Program in 1912, Church leaders have directed that seminary teachers be carefully chosen for their competence in the instruction of young people. In recent years, there has developed a seminary teacher training program geared to the up-grading of the quality of seminary teaching throughout the Church. Emphasis upon the need to constantly evaluate the effectiveness of seminary teachers and the practice of basing salary consideration for seminary teachers upon merit rating represent further attempts to
improve the quality of teaching in the seminaries of the Church.

As the Seminary Program continued to expand, the necessity of closer supervision and coordination of the activities of seminary teachers was recognized. To meet this need, successful and experienced seminary teachers were given the title of Coordinator and assigned the responsibility of supervising the activities of teachers for whom they were responsible. The duties of the coordinator are comparable, for the most part, to the duties of the supervisor in the public school system. To this time, it has not been required that coordinators receive formal training in the field of educational supervision, and no attempt has been made to seriously evaluate the effectiveness of their work in the light of standards established by leaders in the field of supervision. In view of the desire, on the part of Church leaders, that all personnel involved in the operation of the Seminary Program function in an effective and efficient manner, the need for this study seemed apparent.

**Purpose of the study.** The purpose of this study was to evaluate the present practices and procedures of the Latter-day Saint Seminary Coordinator in his role as a supervisor and to make recommendations based upon standards established by authorities in the field of supervision. Special consideration was given to the performance of
coordinators in the areas of leadership, classroom visitation, teacher conferences, and the conducting of monthly faculty meetings.

Method of research. After a thorough consideration of the available literature in the field of teacher supervision, a questionnaire was designed for the purpose of supplying seminary teachers with criteria by which they were asked to evaluate the performance of the coordinators as teacher supervisors. Of the 445 full-time seminary teachers, 250 were chosen randomly from each of the districts wherein full-time seminaries are in operation and were asked to participate in the study by filling out the questionnaire. A return of 174 or 71.2 per cent of the questionnaires was received.

II. FINDINGS

1. A high percentage of seminary teachers have earned and are presently seeking graduate degrees. Ninety-five or 54.59 per cent of the seminary teachers who responded to the questionnaire have completed educational training beyond the bachelor's degree.

2. The Latter-day Saint Department of Education does not attempt to persuade seminary teachers who desire to seek a graduate degree to enter any particular field of study. Thirty-three or 71.7 per cent of the seminary teachers with
an earned master's degree have completed their degrees from the following three fields of study: Education or Educational Administration, Counseling and Guidance, and Religious Education.

3. Eighty-six or 49.42 per cent of the participating seminary teachers have had three or fewer years teaching experience. Fifteen or 8.62 per cent of the teachers indicated their teaching experience in the seminary system to be from fifteen years to thirty years or more.

4. In evaluating the leadership ability of their coordinators, forty or 22.99 per cent of the participating seminary teachers indicated a need for coordinators to improve in the matter of according fair and equal treatment to all of their teachers; forty-nine or 28.16 per cent of the teachers indicated a need for coordinators to become better acquainted with problems unique to individual teachers.

5. Relative to the matter of classroom visits, it was reported that 118 or 67.82 per cent of the seminary teachers responding to the questionnaire were visited by their coordinators from one to four times during the school year.

6. The duration of the coordinators' visits to their teachers ranged from all day to less than one period. The respondents to the questionnaire indicated that for 117 or 67.24 per cent of them, the duration of their coordinator's classroom visit was one period or less.
7. In attempting to determine the attitude of seminary teachers toward the frequency and duration of classroom visits made by their coordinators, it was discovered that ninety-two or 52.88 per cent of the respondents were of the opinion that their coordinator should visit them more often and for longer periods of time.

8. In response to the question pertaining to the frequency of teacher-conferences held by coordinators, only sixty-nine or 39.66 per cent of the respondents indicated that their coordinator always held a private conference during each of the visits. Seventy-eight or 44.83 per cent of the teachers indicated that their coordinator usually held a conference with them.

9. Seventy-seven or 41.96 per cent of the teachers reporting indicate that the duration of the conferences with their coordinators was fifteen minutes or less.

10. In evaluating the coordinators' performance in conducting teacher conferences, 109 or 62.67 per cent of the teachers reported that they were not given the opportunity of participating in the evaluation of the effectiveness of teacher conferences.

11. In evaluating the effectiveness of monthly faculty meetings, eighty-seven or 50 per cent of the teachers responding indicated a desire for more involvement in the planning of faculty meetings.
12. In further response to questions pertaining to faculty meetings, 117 or 67.25 per cent of the seminary teachers evaluated the meetings to be either "superior" or "moving toward superior" as a means of improving the quality of their teaching.

III. CONCLUSIONS

The following conclusions were based upon the results of this study.

Educational background of seminary teachers. For a number of years, the leaders of the Seminary Program have encouraged seminary teachers to seek graduate degrees. The effectiveness of this encouragement is evident from the high percentage of seminary teachers who have received educational training beyond the bachelor's degree. As the ranks of those who hold graduate degrees continues to grow, there will be new problems and opportunities presented to the coordinator requiring of him a high degree of training and skill.

Teaching experience. The high percentage of new and inexperienced teachers in the seminary system makes it necessary that coordinators be thoroughly conversant with the principles of modern educational supervision which are particularly adapted to the problems encountered when working with inexperienced teachers.
Leadership. Seminary teachers were generally satisfied with the leadership ability of their coordinators. The majority of the criticisms in this area were related to the coordinators' failure to display sufficient concern and respect for individual problems, abilities, contributions, and desires. As the Seminary Program continues to expand, this problem will become more acute, and will necessitate careful consideration on the part of seminary leaders as to the number of teachers which can be judiciously assigned to coordinators. This study has indicated that there are some coordinators who, even at the present time, have been given the responsibility for such an excessive number of teachers as to make it impossible for them to develop, with their teachers, the kind of relationship so essential to successful supervision.

Frequency and duration of classroom visits. The majority of seminary teachers are not visited often enough or long enough to enable the kind of relationship so vital to modern supervisory practice to develop. This weakness becomes even more critical when it is remembered that salary considerations for seminary teachers are based upon merit rating.

Frequency and duration of teacher conferences. Conferences held by the coordinator with their teachers, in most cases, should be more frequent and of longer duration.
Seminary teachers are not given adequate opportunity to participate in the evaluation of teacher conferences.

**Monthly meetings.** Seminary teachers are generally satisfied with monthly faculty meetings but desire more involvement in the planning of these meetings.

IV. RECOMMENDATIONS

The following recommendations are made as a result of this study.

1. It is recommended that all coordinators of the Latter-day Saint Seminary Program receive formal training in the area of educational supervision. The growing number of highly trained seminary teachers and the recent and significant developments in the field of educational supervision make this training essential.

2. In view of the significance of the classroom visit as a supervisory function, it is recommended that the necessary adjustments be made in the number of teachers assigned to be supervised by coordinators as will enable coordinators to increase the frequency and duration of their classroom visits.

3. In view of the high percentage of new and inexperienced teachers in the seminary system, it is recommended that immediate and specific training be given coordinators
in supervisory methods and procedures as applied to the problems of working with new teachers.

4. It is recommended that coordinators receive immediate training designed to acquaint them with the methods, procedures, and purposes of both classroom visits and teacher conferences as outlined by contemporary leaders in the field of educational supervision.

5. It is recommended that all Latter-day Saint seminary coordinators be expected to become, as a result of individual study, thoroughly conversant with principles of supervision and leadership as outlined by contemporary leaders in both of these fields.

6. It is recommended that coordinator workshops, primarily devoted to the problems of supervision and leadership, be held biannually. It is further recommended that specialists in the fields of supervision and leadership be invited to contribute to these workshops.

7. It is recommended that coordinators be relieved of the responsibility of providing an evaluation of seminary teachers to be used in salary considerations, as this duty is not compatible with the modern concept of the supervisory function.
BIBLIOGRAPHY

I. BOOKS


II. PERIODICALS


TO: Seminary Teachers  
RE: Evaluation of Coordinators  

Dear Brethren:

Carlisle Hunsaker, one of our Seminary teachers, is making a study of the effectiveness of coordinators. We would appreciate very much your cooperation with him in filling out the attached questionnaire. We feel it has a great deal of merit and we would like to use the information gathered in our coordinators workshops this summer.

We would encourage you to be completely frank in order that we might have a true appraisal of your evaluation of the coordinator in your area.

Sincerely your brother,

/S/ Dale T. Tingey 
Dale T. Tingey

DTT:ml
Enc.
1. GENERAL INFORMATION

1. Name of your Seminary district.__________________________

2. Number of teachers in your district._____________________

3. Check the blank that best describes your College Education:

   1. less than 2 years
   2. more than 2 years but less than B.A.
   3. Bachelor's Degree
   4. Bachelor's Degree + 30 hrs.
   5. Master's Degree
   6. Master's Degree + 30 hours
   7. Master's Degree + 60 hours
   8. Doctorate

4. If you have a Master's Degree, what was the major field of study? ______________________________

5. Check the blank that indicates your present Educational Assignment.

   1. Full-time Teacher
   2. Teacher-Principal

6. Check the blank that describes your teaching experience in the seminary system.

   1. 1 year
   2. 2 years
   3. 3 years
   4. 4 years
   5. 5 years
   6. 6-9 years
   7. 10-14 years
   8. 15-29 years
   9. 30 yrs. or more

INSTRUCTIONS FOR THE REMAINDER OF THE QUESTIONNAIRE

Wherever you see the numbers 1, 2, 3, 4, and 5 at the side of a statement, will you please evaluate your coordinator's performance of the principle involved by CIRCLING the most appropriate number. Your evaluation should be based upon the following key:

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<th>2</th>
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<tr>
<td>Your coordinator's performance is</td>
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<td>inferior</td>
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<td>2 years</td>
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<td>4 years</td>
<td>5 years</td>
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<tr>
<td>7. 10-14 years</td>
<td>8. 15-29 years</td>
<td>9. 30 yrs. or more</td>
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Other specific instructions will be given for the portions of the questionnaire which do not lend themselves to this type of evaluation.

II. LEADERSHIP

1 2 3 4 5 7. Your coordinator seldom uses criticism as a means of motivating you to improve your work.

1 2 3 4 5 8. Your coordinator accords fair, equal and friendly treatment to all his teachers.

1 2 3 4 5 9. Your coordinator took a special interest in you as a young and beginning teacher in order to help you make a satisfactory adjustment to your work.

1 2 3 4 5 10. Your coordinator is successful in enlisting the cooperation of the officials of your stake.

1 2 3 4 5 11. Your coordinator maintains the same standards which he sets for his teachers in professional courtesy, promptness in meeting obligations, and efficiency in the performance of work.

1 2 3 4 5 12. Your coordinator gives evidence of a desire to continue to grow both as a person and in his ability to discharge his professional duties.

1 2 3 4 5 13. Your coordinator remembers and acts upon suggestions made by you as a teacher.

1 2 3 4 5 14. Your coordinator seems to understand the problems you are dealing with which are unique to the area in which you work.

1 2 3 4 5 15. Your coordinator does not have a few trusted cronies in your district whom he seems to favor over the other teachers.

1 2 3 4 5 16. Your coordinator associates with you in a manner which gives evidence of his respect for your professional training.
12345 17. Your coordinator displays a genuine desire to receive suggestions and ideas from his teachers regarding teaching and other problems related to seminary work.

12345 18. Your coordinator is never careless in his personal appearance.

12345 19. Your coordinator encourages a desire on the part of his teachers to experiment with new methods and ideas.

12345 20. Your coordinator provides opportunities for the teachers in your district to work together as a team on common problems.

12345 21. Your coordinator meets crises and problems with a contagious calmness so that others feel at ease in his presence.

12345 22. Your coordinator recognizes and admits his own mistakes.

12345 23. You regard your coordinator as an effective, attentive listener.

12345 24. Your coordinator has the ability to effectively and clearly convey his own thoughts.

III. CLASSROOM VISITATIONS

25. How many times during the school year does your coordinator observe your teaching?

_1. 1-2 times _2. 3-4 times _3. 5-6 times _4. 7-8 times _5. 9-10 times

26. Check the blank which indicates the duration of most of your coordinator's visits to your classroom.

_1. less than one period _2. one period _3. two periods (more than one period, less than two periods) _4. half a day _5. all day
27. Your coordinator does not try to dominate the class while he is visiting.

28. Your coordinator observes your teaching often enough and long enough to adequately acquaint himself with the methods and procedures you use as a teacher.

29. As far as you are able to determine, your coordinator is equally acquainted with all of his teachers and the work they are doing.

IV. TEACHER CONFERENCES

30. Your coordinator holds a conference with you after observing your teaching. (Check one.)

_1. always  _2. usually  _3. seldom  _4. never

31. Check the blank which indicates the duration of most of these conferences.

_1. 1 hour  _2. 45 minutes  _3. 30 minutes  _4. 15 minutes  _5. less than 15 minutes

32. During teacher conferences, your coordinator displays a genuine interest in your ideas and suggestions.

33. Your coordinator does as much listening as talking during these conferences.

34. Your coordinator gives evidence of having carefully observed the procedures and methods you used in the class which he observed.

35. Your coordinator allows enough time for these conferences so that he does not appear to be rushed.

36. Your coordinator asks for your evaluation of the conferences he holds with you.

37. You receive encouragement to continue in your quest for professional growth from these conferences.
38. Your coordinator establishes the atmosphere in these conferences which enables you to feel at ease.

39. Your coordinator keeps a record of the conferences he holds with you so as to avoid repetition and to achieve a certain amount of continuity in his work with you.

V. MONTHLY MEETINGS

40. Are your monthly meetings held at the same location?
   1. Yes   2. No

41. How many miles do you travel to attend your district meetings?
   1. 0-10 miles   4. 51-100 miles
   2. 11-25 miles   5. Over 100 miles
   3. 26-50 miles

42. Your district meetings are usually planned cooperatively by your coordinator and his teachers.

43. Your district meetings deal primarily with questions and problems related to teaching.

44. Your district meetings are well organized and effectively conducted.

45. You usually gain experience and ideas from your district meetings which are of value to you in improving your work as a teacher.

The following is a list of activities which are included in most district meetings. In the space provided at the side of each activity, please indicate to the best of your ability the percentage of total meeting time which is usually devoted to each activity.

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<tr>
<td>47-48</td>
<td>Announcements</td>
<td></td>
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</tr>
<tr>
<td>49-50</td>
<td>Words of instruction, encouragement, etc., from the coordinator.</td>
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<tr>
<td>51-52</td>
<td>Discussion of general questions and problems (not related to teaching).</td>
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<tr>
<td>53-54</td>
<td>Planned and organized group work related to teaching.</td>
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<tr>
<td>55-56</td>
<td>Socializing</td>
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<tr>
<td>57-58</td>
<td>Special speakers or resource people.</td>
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ABSTRACT

The purpose of this study was to evaluate the present practices and procedures of the seminary coordinators in their role as teacher supervisors and to make recommendations based upon standards established by authorities in the field of supervision. Answers to the following questions were sought:

1. What are the methods and procedures used by the coordinator as he makes his regular visit to his teachers?

2. What are the methods and procedures used by the coordinator in holding private conferences with his teachers after having observed their teaching?

3. To what extent is the relationship between the coordinator and his seminary teachers governed by democratic principles?

4. What is the attitude of the seminary teacher toward the general leadership ability of his coordinator?

By responding to a questionnaire containing definitive statements regarding principles of supervision, the seminary teachers provided an evaluation of the coordinator's performance as teacher supervisors.
I. FINDINGS

1. Thirty per cent of the responding teachers indicated a need for coordinators to improve in the matter of according fair and equal treatment to all of their teachers.

2. Sixty-eight per cent of the responding teachers were visited by the coordinators from one to four times during the school year.

3. The duration of sixty-seven per cent of the teacher conferences was one period or less.

4. Forty-five per cent of the responding teachers indicated that their coordinators always held a private conference with them after each classroom visit.

5. Forty-two per cent of the responding teachers reported the duration of most conferences to be fifteen minutes or less.

6. Sixty per cent of the responding teachers indicated a desire for more involvement in the planning of monthly faculty meetings.

II. CONCLUSIONS

1. Seminary teachers were generally satisfied with leadership ability of their coordinators.
2. The majority of seminary teachers are not visited often enough or long enough to enable the development of the kind of relationship so vital to modern supervisory practice.

3. Private conferences held by coordinators with seminary teachers, in most cases, should be more frequent and of a longer duration.

4. Seminary teachers are generally satisfied with monthly faculty meetings, but desire more involvement in the planning of these meetings.

III. RECOMMENDATIONS

1. It is recommended that the necessary adjustment be made in the number of teachers assigned to be supervised by coordinators to enable coordinators to increase the frequency and duration of their classroom visits.

2. It is recommended that coordinators receive immediate training in the methods, procedures, and purposes of both classroom visits and teacher conferences as outlined by contemporary leaders in the field of educational supervision.

3. It is recommended that coordinator workshops, primarily devoted to the problems of supervision and leadership, be held biannually.

4. It is recommended that coordinators be relieved of the responsibility of providing an evaluation of seminary
teachers to be used in salary considerations, as this duty is not compatible with the modern concept of the supervisory function.

5. It is recommended that all coordinators of the L.D.S. Seminary Program receive formal training in the area of educational supervision.

APPROVED:

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Howard H. Barron

Robert L. Egbert
AN EVALUATION OF THE PERFORMANCE OF LATTER-DAY SAINT SEMINARY COORDINATORS AS INSTRUCTIONAL SUPERVISORS

An Abstract
Of a Thesis
Presented to the
Department of Education
Brigham Young University

In Partial Fulfillment
of the Requirements for the Degree
Master of Science

by
U. Carlisle Hunsaker
August 1964