

The Roundtable for us today is to discuss the question of Secondary School Supervision. You have unfortunately selected a city man, born in the Country, educated in the Country, one who started his career as teacher in the Country in a far distant state, as leader of this discussion. The idea I had in mind when I suggested this topic was to see if in the judgment of those interested in our State's H.S. there is really a need for a State H.S. Supervisor. I offered another topic - one I really know something about and now am asked to lead you in the discussion.

of the other. Well, we will philosophize - to philosophize is to talk about something you know nothing about in terms that are not intelligible to your listeners audience.

In so far as the State gives aid to schools in just so far the State should have some say in the supervision of those schools. The State does aid certain H.S.'s and it should give those schools a definite amount of State attention. I believe our State system of Education is one of the best. It is lacking however in this one particular - there is no real State supervision of the Secondary Schools.

In method, in training and in practice the problems of the Elementary School have been solved with much less inaccuracy than those of the higher School. In fact, the problems in the grades are much simpler, much easier of solution than the complex questions that confront the teacher of pupils going through the "Storm and Stress" period of life. The number of Secondary School in comparison to the elementary school is small, consequently the County Supt. must give most of his time to the lower schools and trust to Providence for the success of the others.

There are in our State, not counting the City # 85. 4/ Public H. S. Approved

by the State Board of Education.
 These schools have been in-
 spected by the State Supt. But
 You all know what that means.
 He cannot possibly give
 his time to those schools in
 such a way as to help anyone
 solve his particular problem.
 Now our problem as I see it is
 simply this, The County Supt. cannot
 prepare himself for the work and
 cannot get time for it were
 he prepared, The State Supt. can
 do no more than ~~be~~ barely inspect
 these schools, the principals
 and teachers, therefore have
 no help save what is in
 themselves - And after these
 have to divide their thoughts
~~and~~ with a primary school
 located in the same building.
 We should have therefore
 a person, well qualified,
 whose duty it should be to put

All of his time, and thought to
 the problems of the State U.S. He
 should visit each school spend
 one or two days or even more
 in the school, talking with
 the principal, advising with
 the principal about a multitude
 of problems, should visit the
 teacher's rooms, talk with
 them about their work
 offering helpful suggestions &c.

Let him be an educational
 expert whose business it is
 to go around from school to
 school, not to spy out faults,
 become a store grumbler, and
 report the inefficiencies of our
 teaching force, but to give
 helpful suggestion, to be
 sympathetic, ^{optimistic} to see things and
 help the teacher to do his work
 with less strain and still to do
 it even more efficiently

Let him be a man who would study the problems of the State and help the teachers solve those problems. In this way he would be an assistant to the State Department, a helper to the County ~~Supt.~~ Supt. and an invaluable aid to each H.S. in the State. He could help other schools become accredited schools, and he could help make the accredited schools ~~become~~ ^{be} more efficient. ~~Is it worth~~ while to have such a person in our State System. I think he is the most needed individual in our School System.

But the place, if created, should be non political, should pay not less than \$3000.00 and travelling expenses and should be for a term of at least 4 years.