

Due July 1, 1955

JUNE SUPERVISORY REPORT

*file  
Superintendent*

Division Loudoun Supervisor Adelaide Dale

Problem on which major emphasis has been placed during the year.

~~Reading--~~  
~~Grades 1-4 we are working on developing independence in attacking~~  
~~words, vocabulary and comprehension. Grades 5-7 we are working~~  
~~on the development of the study skills and then applying them~~  
~~to the content field.~~

1. What progress has been achieved in solving this problem?

See attached sheet

2. Describe briefly some things that you have done which have proved most helpful in bringing about this progress?

**1. in-service supervisory bulletins**

2. Use of tests--analyze strengths and weaknesses so that we could plan to meet the needs.
3. Experimented with various techniques.
4. Worked with school faculties in planning work.
5. Planned county wide meetings to deal with the above problems.
6. Individual conferences with teachers on individual problems.
7. Demonstrations
8. Special testing.

(OVER)

3. What resources have you found most valuable in working toward the solution of this problem?

1. Strong backing from administrators and principals.
2. Free bulletins from various sources.
3. Professional books
4. Psychologist's help.
5. Speech therapist
6. Consultants from the publishing companies

4. In what way or to what extent will the progress made give direction to your supervisory plans for next year?

I feel that this year we have had a great deal of success and the children have gained a tremendous amount of independence in attacking words. We certainly have had a great amount of phonics in a contextual and functional way of teaching so that the pupils could see a reason and apply it to their reading. The study skills have increased and altogether both the teachers and I feel that are children have never read better. They are happy to read and this is shown by the great numbers of outside books which are being read and with pleasure, too.

Mr. Emenick,

file / ~~submain~~

The Tell-a-Tale theater group from the Washington-Lee High School in Arlington is putting on its stage show, "Buffalo Bill" for Grade 5 pupils in Loudoun & Fauquier Counties. This is the activity planned for Grade 5 as part of the Middleburg Center Educational programs.

This group will be at Middleburg Center either on Mar. 8 or 9. The Arlington group are clearing the date with the high school principal. They are to call Mrs. Cronin at the Center on Tuesday as to whether it will be Mar. 8 or 9. I talked with Mr. Hughes yesterday afternoon & he is going to call Mrs. Cronin Tuesday afternoon to check the exact date. It will be given at 10:30 A.M. & last until 12:00 noon. Then, I asked Mr. Hughes to talk to you about sending a notice to the principals concerning this program for Grade 5, the date, the time and bus arrangements.

I will talk to you Thursday morning about this program again. I did not know the date until the

Arlington people called me late Friday afternoon. I had a workshop yesterday (Sat.) & could not see you then.

I talked to Dr. Sander about getting Grade 7 pupils & teachers together again & he said Mar. 12 date would be alright. So we are going ahead with the meeting we had planned to have on Saturday, Feb. 12 which was postponed on account of Scarlet Fever. This will be a Saturday meeting & each pupil coming provides his own transportation.

A. Dale

NORTHERN VIRGINIA SUPERVISORY GROUP

A G E N D A

8 DECEMBER 1953  
MIDDLEBURG COMMUNITY CENTER  
MIDDLEBURG, VIRGINIA

9:30 A.M. ORDER OF BUSINESS

MISS ADELAIDE DALE, PRESIDING OFFICER, LOUDOUN COUNTY

DEVOTIONALS

MR. W. W. RICH, JR., ARLINGTON COUNTY

9:50 A.M. PROGRAM

MRS. OSSIE L. TIPTON, PROGRAM CHAIRMAN, PRINCE WILLIAM COUNTY  
MR. JOHN H. GORDON, PROGRAM COMMITTEEMAN IN CHARGE, PAGE COUNTY

THEME: INITIAL PRESENTATION OF CURRICULUM MATERIALS

PRESENTING: THE PROCESS OF PLACING THE FINISHED CURRICULUM MATERIALS IN THE HANDS OF PEOPLE WHO ARE TO USE THEM AND THEN CONVINCING THESE PEOPLE OF THE VALUES OF THESE MATERIALS.

PROGRAM PANEL:

INITIAL PRESENTATION OF CURRICULUM MATERIALS

MODERATOR MR. C. W. WEISIGER, JR., FAIRFAX COUNTY

INITIATING PRE-PUBLICITY MR. C. GLEN HASS, ARLINGTON COUNTY

INITIAL PRESENTATION TO:

LAYMEN MRS. FRANK E. PIOVIA, ARLINGTON COUNTY

TEACHERS MR. HENRY M. GOFF, JR., WARREN COUNTY

FOLLOW THROUGH MR. CLAUDE E. DEHAVEN, PRINCE WILLIAM COUNTY

11:00 A.M. COFFEE HOUR

11:30 A.M. CONTINUATION OF PANEL

12:00 NOON SUMMARY AND EVALUATION OF DISCUSSION

MR. WILLIAM E. LLOYD, NATIONAL EDUCATION ASSOCIATION

12:40 P.M. SHARING PERIOD

MR. F. F. BROWN, ALEXANDRIA

PLEASE SHARE ANY MATERIALS YOU HAVE PREPARED IN CURRICULUM WORK AND ANY GENERAL REFERENCES FOR SUPERVISION



November 30, 1953

Northern Virginia District, Virginia Congress of Parents & Teachers

Proposed Scholarship Program

Purpose

To interest and encourage capable young people in teaching careers in public schools.

Proposal

1. To provide scholarships of \$400 for the freshman year open to high school seniors in public schools in Northern Virginia District who state their intention to become teachers, to be used toward payment of tuition and fees at the college of the students' choice.
2. The scholarships shall be supported from dues plus gifts. The whole sum available in any year should be used that year in units of \$400 and any remainder carried over to the next year.
3. The program shall be administered by a scholarship committee including a representative from each county and city council plus a chairman appointed by the District Executive Committee. This committee shall develop policies and procedures for the operating of the fund and present a report annually to the P-TA's of the District.

The following table of dues-paid membership in units in the Northern Virginia District for 1952-53 is based on a report from the State P-TA office to the District Chairman:

	no. units	membership
Alexandria	11	6,125
Arlington	35	15,749
Fairfax	36	11,414
Falls Church	2	1,309
Fauquier	7	1,074
Loudon	15	979
Prince William	9	1,542
	<u>115</u>	<u>38,192</u>

The number of units has increased by three reported already this year, and the school enrollment throughout the district has increased considerably. This last year's membership, paying dues at the rate of  $1\frac{1}{2}$  per member would yield the sum of \$572.88 from dues. The normal expenditure of the District organization lies between \$250 and \$285. It seems quite possible that the proposed scholarship program could be carried out without any increase in the dues paid to the District. All of the P-TA members in the District, however, would have to participate to make this work.

An examination of the tuition and fees charged in Virginia colleges indicates that \$400 would usually cover those items for one year. The total cost of a year in college seems to be at least \$1,200 these days.

↑ Above the freshman year there seem to be funds available to aid an able student in completing the college course.



Proposed Basis of Award of the Scholarship (s)

1. Graduation from a high school in the Northern Virginia District.
2. Purposes, ambitions, and values as indicated in a personal letter from the applicant.
3. Financial need of the scholarship.
4. Performance on the aptitude test in use in the Virginia high schools.
5. Record of academic achievement in high school.
6. Co-curricular activities and leadership in school.
7. Community activities and service.
8. Evaluation of the applicant by the principal and others.

Besides a personal letter from the applicant and a biography form, it is recommended that accompanying information forms to be filled out by the parents and by the principal of the school, similar to those used by the Frieda Koontz Scholarship Committee, be used. It is also recommended that attractive notices for posting on bulletin boards accompany the notice to principals of the scholarship.

Possible Schedule of Work on Scholarship Program

- November 30, 1953 -- acceptance of program by as many units as have had opportunity to decide on it.
- January 15, 1954 -- or whenever District Executive Committee meeting is to be held-- final decision on adoption of the program on the basis of dues paid and acceptances of the program received at that time. Appointment of scholarship chairman.
- February 1, 1954 -- if adopted, notices and application blanks should be in the hands of principals of all of the high schools in the District including combination schools where there are senior high school students.
- March 15, 1954 -- applications should all be back.
- April 1, 1954 -- choice should have been narrowed to two or three (committee may decide on interviews as basis for final decision)/
- April 15, 1954 -- scholarship winner should be notified. Presentation might be made at District Annual Meeting.  
(Since this money will be paid to the college of the student's choice the winner and the other applicants should be notified of the outcome as soon as possible.)

-- J. Wellemeyer

Due October 10

SUPERVISORY REPORT FOR 1954-55

PART II

(An individual report from each supervisor)

file  
Supervisor  
Division Loudoun

Supervisor Adelaide Dale

The function of supervision is the improvement of instruction. Teachers, principals, superintendents, and others each have this concern but the responsibility of the supervisor is one of helping teachers and others discharge more effectively their responsibility for the best possible development of children and youth. Better means of achieving improvement are evolving in terms of a different interpretation of the guiding principles of supervision.\*

As a supervisor, you will give attention to many phases of the instructional program throughout the school year. At the same time you may find it desirable or necessary to identify one problem on which you will place major emphasis for the year.

I. What is the problem on which you plan to place major emphasis this year?

**We are continuing to work on the Reading problem in Grades 1-7. In Grades 1-4, we are giving tests to diagnose difficulties the children are having in mastering the mechanics of reading, vocabulary and comprehension. Then we will apply measures to try to correct these problems. We are continuing working on the word attack skills.**

**In Grades 5-7--developing the study skills and then applying them to the content field. This is a continuation of last year's work. We are trying to refine the reading.**

II. Describe briefly the way in which you plan to attack this problem.

**During our work with word attack skills, last year, we became increasingly aware of the fact that the children were having problems in reading--not reading up to mental age. Something had to be done about it. This fall in Grades 2-4 the Gilmore Oral Reading tests were administered and difficulties in the mechanics of reading, vocabulary, comprehension and speed were diagnosed. Then we are to follow thru with each teacher on how we can begin to overcome the particular problem. To do this we will work as follows:**

- 1. Group teacher meetings on specific errors.**
- 2. Individual conferences to give specific suggestions.**
- 3. Test hearing, vision and make physical corrections to clear any physical defect which might hinder the child.**
- 4. Demonstrations before groups or individual classes.**
- 5. Intervisitiation**
- 6. Supplementary materials, grouping, other aids.**

\*Supervision in Virginia's Program of Public Education. (Statement prepared by supervisory group, 1952)



II. (Continued)

7. Testing and retesting after corrective teaching.
8. Using supervisory bulletins for suggestive activities, aids, etc.
9. Experimentation with various ways of possibly working with particular problems.
10. Study of research findings and professional reading.
11. Observations followed by conferences.
12. In-service classes.

Individual Data

	White	Negro	Total
Number of schools in which you supervise:			
High Schools	<u>0</u>	<u>0</u>	<u>0</u>
Combined high and elementary schools	<u>0</u>	<u>0</u>	<u>0</u>
Elementary schools with more than one teacher	<u>15</u>	<u>0</u>	<u>15</u>
Number of these elementary schools with full-time supervising principal	<u>1</u>	<u>0</u>	<u>1</u>
One-teacher schools	<u>0</u>	<u>0</u>	<u>0</u>

Professional growth activities:

Did you attend summer school? No If so, where? No place

Did you teach at any institution? Yes If so, where? Extension course at Leesburg from

Did you participate in any local, George Washington University - Reading state workshop? Yes  
 (Do not include any organized workshop on college campus) No X

If so, please give the specific information in the appropriate space below:

	Type (check)	Where Held	What Topic
Local	<u>None</u>	_____	_____
State	<u>None</u>	_____	_____
Out-of-State	_____	_____	_____

Did you do any traveling out of state this summer? No

If so, where? \_\_\_\_\_

- \* In addition to teaching the extension course for three weeks I carried on a Reading Clinic working with 24 children for six weeks.