

Early general supervision programs included only the primary grades from Kindergarten through the fourth grade. Beginning in 1927 general supervision was extended to include all elementary grades from Kindergarten through the sixth grade.

The work of the general elementary supervisor includes the following phases of the school program:

1. The development and improvement of the various phases of the curriculum as reading, arithmetic, language, arts, etc.
2. Meeting with groups of teachers on the various growth levels to study materials, and procedures to improve the learning opportunities of children.
3. Working with teachers directly in the classroom -- especially the beginning teacher.
4. Organizing and directing committee groups of teachers and principals concerned with specific problems -- in arithmetic, reading, report cards, etc.
5. Evaluating constantly new types of equipment and materials to strengthen the teaching program.
6. Organizing and working with teachers and principal groups in evaluating text books.
7. Providing many types of supplementary materials to enrich the school program.
8. Organizing a central supplementary book library with many hundreds of supplementary readers to meet the individual and group needs of children on all grade levels -- science, social studies, special interests, and home reading sets.
9. Planning programs and using materials to co-ordinate standards of work from grade level to grade level.
10. Encouraging teachers in the use of initiative and experimentation with materials in the improvement of learning situations.
11. Working with individual principals on problems of specific concern in the different school districts.
12. Co-operating and working with all supervisors and school staff in co-ordinating and building a better school program.

I am sure that my experience as an elementary supervisor in working with Miss Foley, was much the same as all supervisors who have worked with her, that is one of co-operation and interest in improving the learning opportunities of all children. She never hesitated in the purchase of any materials or in the initiation of any program which would provide these opportunities. Her building was always well equipped and these materials were used.

Miss Foley was especially interested in books as shown in her interests in the establishment of a school library. She purchased many books personally for individual rooms and the school library. Her interest in art is also evidenced by