




1952

A study of elementary teachers' reactions to certain supervisory techniques

Morton Murov
University of the Pacific

Follow this and additional works at: https://scholarlycommons.pacific.edu/uop_etds

 Part of the [Other Educational Administration and Supervision Commons](#), and the [Teacher Education and Professional Development Commons](#)

Recommended Citation

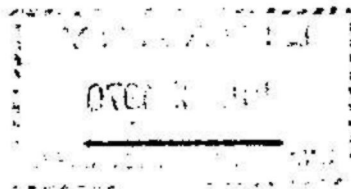
Murov, Morton. (1952). *A study of elementary teachers' reactions to certain supervisory techniques*. University of the Pacific, Thesis. https://scholarlycommons.pacific.edu/uop_etds/1208

This Thesis is brought to you for free and open access by the University Libraries at Scholarly Commons. It has been accepted for inclusion in University of the Pacific Theses and Dissertations by an authorized administrator of Scholarly Commons. For more information, please contact mgibney@pacific.edu.

**A STUDY OF ELEMENTARY TEACHERS' REACTIONS TO
CERTAIN SUPERVISORY TECHNIQUES**

**A Thesis
Presented to
the Faculty of the School of Education
College of the Pacific**

**In Partial Fulfillment
of the Requirements for the Degree
Master of Arts**



**by
Morton Surev
June 1952**

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
The problem	2
Statement of the problem	2
Importance of the study	3
Procedures used in this study	6
Definition of terms	8
II. REVIEW OF THE RELATED LITERATURE	11
Literature related to general evaluation of supervision	11
Literature related to teachers' evaluation of supervision	16
Summary and comments	19
III. A DESCRIPTION OF THE TEACHERS RESPONDING TO THE QUESTIONNAIRE	21
Number of years teaching experience	22
Grade or grades taught	22
Types of credentials held by respondents	25
Types of degrees held by teachers	25
Number of years under supervision	25
Size of the schools	29
Number of male and female supervisors	29
Source of supervision	29

	111
CHAPTER	PAGE
Average length of supervisory visits . . .	33
Summary	33
IV. THE TEACHERS' RATINGS OF CERTAIN SUPERVISORY TECHNIQUES.	36
Respondents receiving certain supervisory techniques	36
Individual conferences	37
Demonstration teaching	37
Constructive criticism	37
Helping with course of study	38
Workshops	38
Group counselling	38
Provision for teaching material	38
Discussion committees	39
Help in planning and administering tests and measurements	39
Observation of teacher's work	39
Lists of professional reading	39
Visiting other teachers	40
Teachers' meetings conducted by the supervisor	40
Field trips	41
Panels, forums and supervisory bulletins.	41

CHAPTER	iv PAGE
Number and percentages of respondents desiring supervisory assistance not now available to them	44
Relative values of certain supervisory techniques	47
Ranking of certain supervisory techniques .	51
Individual conference	52
Constructive criticisms	52
Remaining rankings of supervisory techniques	55
Summary and interpretations	56
V. TEACHERS' REACTIONS TO OTHER SUPERVISORY TECHNIQUES	61
Observing before making suggestions	61
Taking notes in the classroom	63
Notification concerning a pending visit . .	63
Visiting without previous notice	63
Types of suggestions preferred by the respondents	67
Primary aims of supervisors	67
Personal conferences	70
Types of supervisory criticisms	72
Permission to ask for supervision	72
Requests for supervision	75

CHAPTER	PAGE
Improvement through supervision	75
Encouragement offered through supervision	78
Assistance in discipline	79
Assistance in standardized tests	81
Preference in regard to type of supervision	81
Administrative supervision	84
Summary and interpretations	86
VI. TEACHERS' FREE PLENARY SUGGESTIONS ON HOW SUPERVISION MIGHT BE IMPROVED	90
VII. SUMMARY AND RECOMMENDATIONS	100
Summary	100
Recommendations	107
Leads to further study	110
BIBLIOGRAPHY	112
A. Books	113
B. Periodical literature	115
APPENDIX A	118
Copy of the questionnaire used in this study.	112
APPENDIX B	123
Requirements for the Elementary School Supervision Credential. Article 5, from the California Administrative Code, Title 5, Education Code	124

LIST OF TABLES

TABLE	PAGE
I. Number of Years Teaching Experience of Teachers Responding to the Questionnaire	23
II. Grade or Grades Taught During the Previous School Year by Teachers Responding to the Questionnaire	24
III. Types of Credentials Held by Teachers Responding to the Questionnaire	26
IV. Types of Degrees Held by the Elementary Teachers Responding to the Questionnaire	27
V. Number of Years Respondents Have Been Under Supervision	29
VI. Size of Schools in which Respondents Teach	30
VII. Number of Male and Female General Supervisors who Have Been Supervising the Respondents to the Questionnaire	31
VIII. City or County Source of General Supervision of Respondents to the Questionnaire	32
IX. Average Length of Visits by the General Supervisors who Have Been Supervising the Teachers Responding to the Questionnaire .	34
X. Numbers and Percentages of Respondents who Have Been Receiving Certain Supervisory	

TABLE

PAGE

X.	Techniques Practiced in the Elementary Schools	42
XI.	Respondents' Opinions Concerning the Desirability of Receiving Supervisory Assistance not now Available to them . .	45
XII.	Respondents' Opinions Concerning the Relative Values of Certain Supervisory Techniques	48
XIII.	Respondents' Opinions Concerning the Impor- tance of Certain Supervisory Techniques, According to Rank	53
XIV.	Numbers and Percentages of Respondents Desiring the Supervisor Spend at Least One Period in Observing before Making Suggestions	62
XV.	Numbers and Percentages of Respondents' Attitudes toward Supervisors Taking Notes in the Classroom	64
XVI.	Numbers and Percentages of Respondents De- siring Notification Concerning a Pending Visit	65
XVII.	Numbers and Percentages of Respondents Dis- turbed by Supervisors Visiting without Previous Notice	66

	viii
TABLE	PAGE
XVIII. Preferences of the Respondents for Written or Oral Suggestions made by the Supervisor	68
XIX. Respondents' Opinions Concerning the Primary Aims of Supervisors	69
XX. Number of Personal Conferences held by the Supervisor After a Visitation	71
XXI. Respondents' Opinions Concerning the types of Criticisms made by the Supervisors.	73
XXII. Numbers and Percentages of Respondents Permitted to Ask for Supervision at any Time Desired	74
XXIII. Number of times Respondents Asked for Supervision	76
XXIV. Respondents' Opinions Concerning the Improvement of Teaching through Supervisory Assistance	77
XXV. Respondents' Opinions Concerning the Amount of Encouragement Offered by the Supervisor	79
XXVI. Amount of Assistance regarding Discipline Received by Respondents from their Supervisors	80

TABLE	PAGE
XVII. Amount of Assistance Received by the Respondents in Utilizing the Results of Standardized Tests in Improving Instruction	82
XVIII. Preferences of Respondents whether Super- visors should be Trained in General (all) Subjects or Specific Subjects . .	83
XIX. Amount of Supervision Received by Respon- dents from their Administrators	85
XX. Summary of Teachers' Suggestions on how Supervision Might be Improved	98

CHAPTER I

INTRODUCTION

There is a feeling among teachers and supervisors alike that something should and could be done to improve relationship between these two groups of professional workers.

Teachers interpret supervision in various ways. This is true because of the differences in background, training, and experiences among the school personnel. Some teachers realize that good supervisory techniques involve the stimulation of professional growth. Others give a sigh of relief when the supervisor has gone, while some teachers look upon the supervisor as an inspector who is concerned only in seeing that their teaching blueprints are carried out. This breadth of interpretation of supervisory service is, in itself, evidence of need for greater understanding between teachers and supervisors.

Supervisors are known by various titles: supervising teacher, helping teacher, coordinator and consultant, to mention a few. However, regardless of their titles or situations, it is the function of good supervision to be concerned constructively with children, teachers, and others who help these children and their teachers grow.

While many teachers are anxious to seek the help of the supervisor, there are others who are not ready to accept

the supervisor as a consultant. Kyte¹ stated that a teacher should be able to go to the supervisor without any fear whatsoever.

The ideal situation in supervisory relations is dependent upon many factors. One factor for consideration is the relationship between the teacher and supervisor. Under ideal situations, the teacher and the supervisor work together harmoniously to better meet the objectives set forth in an educational program. This implies that the teacher views supervision as another instrument of teaching in which he can better fulfill his aims. This further implies that the supervisor has been adequately trained in rendering the desired services to teachers.

It is evident that if supervision is to be carried out successfully, a friendly, confident relationship must exist between the supervisor and the teacher. Accordingly, it might be desirable to isolate, examine, and evaluate certain common supervisory techniques.

I. THE PROBLEM

Statement of the problem. It was the general purpose of this study to make available to those interested in the

¹ George C. Kyte, "This Is the Kind of Supervision Teachers Welcome and Appreciate," The Nation's Schools, 48:33, July, 1951.

field of supervision a summary of teachers' reactions to certain supervisory techniques.

The specific purposes of the study are:

1. To make a statistical study to determine whether elementary teachers are receiving constructive aid from the general supervisor.
2. To survey the relationship between the teacher and the supervisor.
3. To determine whether the relationship between the teacher and supervisor can be improved.
4. To make recommendations on how to improve these relationships.

In an attempt to seek answers to the above, the teachers involved in this study were asked to answer questions concerning the following general topics:

1. A description of their general educational and teaching background.
2. A brief description of their teaching position.
3. Their ratings and reactions to certain supervisory techniques.
4. Their suggestions on how supervision might be improved.

Importance of the study. Today, California schools are facing many problems. With the great influx of people to this state, the enrollments in most school districts have increased

tremendously. In many cases, this has resulted in a dire lack of educational facilities. At the time of World War II, many emergency credentials were issued by the California State Department of Education. This was due to an acute shortage of teachers. Today, this shortage is still in evidence, with the result that there is a large number of elementary school teachers who lack the necessary qualifications for regular credentials. In view of the problems, the role of the supervisor would seem to take on greater importance.

With the growing importance of supervision, what can be done to improve teachers' attitudes toward accepting supervision? That well-planned supervision is popular with teachers is shown in many reports and surveys. It is stated in a survey by Kyte² that teachers want planned, constructive supervision democratically applied. In the same survey, he states that, "Teachers expect careful planning of supervision."³

In a survey conducted by Cook,⁴ it was found that the two most desirable qualities in a supervisor were helpfulness and sympathy.

² Loc. cit.

³ Ibid., p. 34

⁴ Selda Cook, "Teachers' Ideas of Helpful Supervision," Educational Administration and Supervision, 9:554-57, December, 1923.

One guiding principle which the supervisor should keep in mind is stated in the following question: Is the instructional program planned increasingly in terms of democratic values needed in society and of the basic nature of the learner? In answer to this question Swearington states:

Supervision should be an integrating force in the sense that it builds shared interests and common concerns and in that it helps develop an animating purpose and sense of direction.⁵

And, further:

. . . the democratic ideal in action for the supervisor means that:

1. The teacher must participate in planning and conducting faculty meetings.
2. The supervisor must encourage the development of initiative.
3. The supervisor must develop a scientific attitude in the thinking of the teachers.
4. Shared thinking is essential in groups, committees, panels and other means of cooperative action.⁶

Concerning a program of effective supervision, in The Rural Supervisor at Work, it is stated:

. . . the supervisor accepts responsibility for helping people to want a good educational program, then assists in achieving it. How the supervisor works is as important as what he does. Supervision is at its best when teachers use the supervisor as a consultant to help them achieve their purposes. What the supervisor is may be as important as what he does. Sincerity and genuineness of

⁵Mildred E. Swearington, "Looking at Supervision," Educational Leadership, 3:146-51, January, 1946.

⁶Loc. cit.

personality go a long way toward establishing friendly, confident relationships . . .

The amount of assistance that supervisors can give to the teachers in helping solve their problems greatly depends on the attitudes of teachers toward the supervisor and supervisory techniques. In this study an attempt was made to determine these attitudes.

IX. PROCEDURES USED IN THIS STUDY

The data for this study is based on questionnaires submitted to elementary school teachers during both summer sessions at the College of the Pacific in 1951.

A preliminary draft of the questionnaire was brought for consideration to a class in Techniques of Research. This group was requested to submit suggestions on how the questionnaire could be improved. After several changes, the questionnaire was taken to a group of twenty teachers enrolled in Education 265. These teachers were interested in supervision inasmuch as they were supervising teachers who had considerable experience with student teachers. Again suggestions were made on making further changes in the questionnaire. This procedure was used in several Education classes until

⁷National Education Association, Department of Rural Education, The Rural Supervisor at Work. (Washington, D. C., 1949) pp. 241-42.

the final submitted form was presented to the members of the thesis committee for acceptance.

The final form of the questionnaire involved four sections on four pages. The material was mimeographed. Section one consisted of nine items of identification data. Section two was a checklist of eighteen items. Section three contained eight items in regard to relative values of certain supervisory techniques. Section four involved eight questions and a final request for any further comments from the respondent. (See Appendix I.)

A check with several respondents indicated that the questionnaire could be completed in approximately twenty-five minutes.

As a next step, the questionnaires were presented to teachers taking courses in Elementary Education. These teachers expressed their opinions without being identified with their answers. At this time, it was requested that only elementary teachers with at least one year of teaching experience return the questionnaire. Others were permitted to keep them if they so desired. Consequently, there was no attempt made to determine the per cent of responses.

Replies were received from 254 elementary teachers. Some teachers made replies to all questions, while most teachers replied to many but not all of them. As a result, there is a variation between the total number of teachers

answering the questionnaire and those replying to separate items. These per cents are based upon the number answering the particular question and not upon the total number of responses to the questionnaire. Ambiguous replies were not included.

Literature dealing with supervision was reviewed. Here, the writer was concerned with (1) literature relating to general evaluation of supervision and (2) literature related to teachers' evaluation of supervision.

The writer realizes that it is difficult to get a complete picture of all supervisory techniques. Consequently, just certain common supervisory techniques have been considered.^{8, 9, 10, 11}

III. DEFINITION OF TERMS

The following definitions are submitted, in order to clarify certain terms used throughout the study:

⁸Cook, loc. cit.

⁹Melvin C. Hart, "Supervision From the Standpoint of the Supervised," School Review, 37:547-40, September, 1929.

¹⁰A. S. Barr, T. H. Burton, and L. T. Brueckner, Supervision: Principles and Practice in the Improvement of Learning. (New York: D. Appleton-Century Company, 1947).

¹¹F. C. Ayer and A. S. Barr, The Organization of Supervision, (New York: D. Appleton-Century Company, 1928), p. 372.

Demonstration Teaching. "Teaching activities presented by skilled or experienced teachers for the purpose of illustrating particular educational materials, procedures, or techniques in connection with the preservice or in-service education of teachers."¹²

General Supervisor. "The supervisory officer who is responsible for all the instructional activity of a school system."¹³

Respondents. Elementary teachers who answered and returned the questionnaire involved in this study.

Special Supervisor. "Any school officer charged with responsibility for the supervision and improvement of instruction and instructional materials within a specified field, such as music, art, or physical education."¹⁴

Supervision. This term shall be interpreted in this study as "general supervision" unless otherwise noted.

Teacher. The term "teacher" shall be interpreted as "elementary teacher," because this study has involved this group exclusively.

Technique. "A process, manipulation or procedure re-

¹²Carter V. Good, editor, Dictionary of Education. (New York: McGraw-Hill Book Company, Inc., 1945), p. 411.

¹³Ibid. p. 401

¹⁴Loc. cit.

quired in any art, study, activity or production."¹⁵

¹⁵Ibid. p. 413.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

There have been many surveys made in reference to the importance of supervision. However, a comparatively few have been made on what the teachers think of supervisory practices and, until recently, there was even a scarcity of important studies in this field.

Otto, in 1946, pointed this out when he stated:

. . . the studies were made when the concepts of supervision were still centered largely upon the inspection, direction, and appraisal of individual teacher merit. Since that time many changes have occurred in the philosophy and procedures of supervision.¹

This chapter concerns itself with the following two topics:

- I. Literature related to general evaluation of supervision.
- II. Literature related to teachers' evaluation of supervision.

I. LITERATURE RELATED TO GENERAL EVALUATION OF SUPERVISION

Belsar, commenting on the development of supervision,

¹Henry J. Otto, "Supervisory Organization and Administration," Review of Educational Research, 16:356, October, 1946.

stated:

A brief review of the development of supervision in the schools of the United States will show that concepts of its meanings and functions have changed as aims and conditions for education have changed.²

Piastre stated that ". . . the emerging concept of supervision as a role for the counsellor, the co-ordinator, the fellow-worker, the teachers' friend, creates a wholly new and important approach."³

The importance of improving supervisory practices has been recognized for many years. Hart, in 1929, commenting on supervisory procedures made the following suggestions:

(1) More frequent visits; (2) more helpful criticisms either by written report or by personal conference after visitation; (3) the supervisor should stay throughout the entire period; (4) the supervisor should visit a class a number of times on consecutive days.⁴

Brooze has written that supervision may be reduced to a very few main procedures. He stated:

1. The supervisor should be sure that he is thoroughly prepared for each supervisory visit.

2. He should approach the class in a friendly, uncritical attitude.

3. Beyond asking a question now and then for

²D. Belsor, "Changing Concepts of School Supervisors," Educational Methods, 22:259, March, 1943.

³Clarence Piastre, "Supervision Today," The Bulletin of the National Association of Secondary School Principals, 34:19, December, 1950.

⁴Melvin C. Hart, "Supervision From the Standpoint of the Supervised," School Review, 37:547-40, September, 1929.

information, he should be as quiet and unobtrusive as possible.

4. As soon as possible after a supervisory visit he should have a conference with the teacher, giving the teacher a full opportunity to explain the work, its difficulties and problems.

5. In offering his criticisms the supervisor should be very definite, preferably offering commendatory criticisms before presenting unfavorable ones.

6. He should never leave the interview without giving the teacher some definite and practical suggestions for improvement.

7. While this seems an unnecessary suggestion to any supervisor who has common sense, he should avoid commenting in the presence of other teachers or pupils on the work of the teachers whom he supervises.⁵

Many authorities, commenting on supervisory practices, bear out the fact that changes in procedures may help solve the many problems confronting the relationship between the supervisor and the teacher.^{6, 7, 8} An investigation of supervisory conditions and practices was also carried out by Southhall,⁹ who found that the classroom visitation to ob-

⁵E. C. Broome, "Some Thoughts on Supervision," Phi Delta Kappan, 25:63-59, October, 1942.

⁶A. A. Hoppock, "What Is Supervision?" Educational Leadership, 2:146, January, 1945.

⁷North McClure, "The Superintendent and Creative Supervision," American School Board Journal, 66:27-28, March, 1935.

⁸John A. Bartky, "Helping Teachers Teach," School and Society, 68:241-44, September, 1947.

⁹Maycie Couthhall, Direct Agencies of Supervision as Used by General Elementary Supervisors, (Contributions to Education, No. 65, Nashville, Tennessee; George Peabody College for Teachers, 1930).

serve teaching, the most widely used of the direct supervisory agencies and ranks first in the approval of specialists, superintendents and teachers. In this same study, the two types of demonstrations found to be used most frequently and most effectively by supervisors were: (1) for individual teachers, a demonstration with teacher's own pupils, and (2) for a group of teachers, a capable teacher conducting a demonstration with her own pupils. Directed observation was the least used supervisory technique, although over four-fifths of the teachers and specialists recommended it be used often as a means of continuing the training of inexperienced teachers. The individual conference with teachers and principals was found to be the most frequently used of the supervisory agencies.

Ayer and Barr mention five principles of "Dynamic Aspects of Supervisory Organization." These were stated as: "(1) Centralization of responsibility; (2) functional assignment of duties; (3) facility for cooperation; (4) integration of educational outcomes; and (5) flexibility of operation."¹⁰

Rorer, reporting on democratic principles in supervision, stated that, ". . . democratic supervision is necessary

¹⁰F. C. Ayer and A. S. Barr, The Organization of Supervision, (New York: D. Appleton-Century Company, 1928), p. 372.

to create the environment in which teachers and pupils can grow into social beings capable of originality, initiative, self-expression, self-direction, and creativeness.¹¹

The importance of democracy in supervision is pointed out in many books and studies, including those written by Miller,¹² Ryan,¹³ and Testers,¹⁴ in which each tries to show that democratic procedures are essential in maintaining good relationships between the supervisor and the teacher.

Barr, Burton and Brueckner^{15, 16} have collaborated in writing books on the subject of supervision which have proved of great value to those in this field.

In regard to the role of the supervisor in the elementary school, Hillegas stated:

¹¹John A. Rorer, Principles of Democratic Supervision, Teachers College, Columbia University, Contributions to Education, No. 858, (New York: Bureau of Publications, Teachers College, Columbia University, 1942).

¹²Ward Miller, Democracy in Educational Administration, (New York: Bureau of Publications, Teachers College, Columbia University, 1942).

¹³H. H. Ryan, "Bringing Out the Teachers' Best," Journal of Education, 133:41-43, February, 1930.

¹⁴E. R. Testers, "What of Supervision?" Educational Methods, 22:171-72, January, 1943.

¹⁵A. S. Barr, W. H. Burton, and L. T. Brueckner, Supervision: Principles and Practices in the Improvement of Instruction, (New York: D. Appleton-Century Company, 1938).

¹⁶A. S. Barr, W. H. Burton, and L. T. Brueckner, Supervision: Democratic Leadership in the Improvement of Learning, (New York: D. Appleton-Century Company, 1947).

The general supervisor has been greatly handicapped by the lack of a definite place in the administrative organization. Because he has no recognized responsibilities, those with whom he deals often regard him as an intruder and try to thwart rather than assist him.¹⁷

Other significant authorities have brought out the same conclusions as those mentioned above.^{18, 19, 20, 21, 22}

II. LITERATURE RELATED TO TEACHERS' EVALUATION OF SUPERVISION

Kyte, in discussing teachers' ideas concerning supervision, states:

(1) Teachers want planned, constructive supervision democratically applied; (2) teachers expect careful planning of supervision; (3) teachers desire sympathetic, discerning, supervisory observation; (4) teachers want a friendly, helpful conference; (5) teachers welcome constructive help in bulletins; (6) teachers want to improve by observation of good teaching . . .²³

¹⁷M. B. Hillegas, The Elements of Classroom Supervision, (New York: Laidlen Brothers, 1931).

¹⁸C. C. Kyte, The Principal At Work, (Boston: Ginn and Company, 1941), p. 496.

¹⁹C. H. Kumpf, "Direct, Individualized Supervision," National Elementary Principal, 22:173-7, April, 1943.

²⁰A. Gillahan, "Duties of the General Supervisor," Kentucky School Journal, 21:25-27, January, 1943.

²¹Hona Gans, "Teachers Appraise Supervision and Administration," Education, 27:217-22, December, 1946.

²²C. E. Scott, "Continuity an Aim of Supervision," American School Board Journal, April, 1924, p. 44.

²³George C. Kyte, "This Is the Kind of Supervision That Teachers Welcome and Appreciate," The Nations Schools, 48:33-34, July, 1951.

Hart, basing his results on questionnaires to teachers, concluded that, "A large percentage of the teachers do not feel they are receiving very much help from the supervisor."²⁴

Supervision, well-planned, is popular with the teachers. That this is true was found in a study by McGinnis, where it was shown that eighty-eight per cent of the teachers answered favorably to the question, "Do supervisory visits help you solve problems of classroom management?"²⁵

In 1948, McGovern made an evaluation of general county supervision in California through data secured by questionnaires and concluded that:

(1) In general, supervisors have usually been helpful in prompting a better educational program throughout the counties in which they work; (2) teachers place a relatively low value on classroom face-to-face, more personal type of activity on the part of the supervisors; (3) many activities in which supervisors engaged were not considered of help to teachers; (4) the more democratic type of leadership from supervisors is what is desired by educators in California.²⁶

²⁴Hart, op. cit., p. 540.

²⁵E. C. McGinnis, "Supervisory Visits and Teacher Rating Devices," Journal of Educational Research, September, 1934, p. 44.

²⁶Ely McGovern, A Critical Evaluation of California General Elementary County School Supervisors, (unpublished Doctor's dissertation, School of Education, University of Southern California, 1948).

The fear that many teachers fear a pending visit by the supervisor was expressed by Murray and Bradley who answered the question: "Why do many teachers fear supervision?"²⁷ by claiming that many teachers have had experiences with supervision that have been contradictory to their expectations. The authors concluded by stating:

On the shoulders of each supervisor rests a great responsibility for the future of the position of supervisors in the educational system. Ill-considered actions on the part of administrators and supervisors can give supervision a bad connotation for years to come.

To meet the problem of strained relationships in supervision, the Georgia Teacher Education Council²⁹ took a major step forward in a program to further the leadership qualities of future rural supervisors. Their main task was to help the supervisors improve their leadership as they worked in the counties where they were employed.

²⁷Thomas Murray and H. M. Bradley, "Teachers Don't Fear Supervision When They Help to Define It," Nations Schools, 48:37, August, 1950.

²⁸Ibid., p. 38

²⁹Jane Franseth, "Georgia's Program of Education for Prospective Rural Supervisors," School Life, April, 1948, pp. 20-30.

Many other studies also emphasize the importance of improving teachers' attitudes toward supervisors.^{30, 31, 32, 33}

SUMMARY AND COMMENTS

Many educators writing on the subject of supervision and supervisory techniques recognize the fact that there is much to be done in this important field. According to much of the literature, there appears to be a great deal to be accomplished in improving methods used by many supervisors as well as improving teachers' attitudes towards supervision. Some studies have shown that many teachers even fear their supervisors because of factors that might have been avoided. Other studies show how supervision, properly applied, is and can be of great help to the teacher. Others have reported studies concerning the most commonly used supervisory techniques, while some works bring out the fact that the supervisor is handicapped because of the lack of a definite place

³⁰James F. Hoic, "The Case for Supervision," Educational Method, 18:329-35, April, 1939.

³¹John A. Bartky, "Helping Teachers Teach," School and Society, 66:241-44, September, 1947.

³²V. B. Featherstone, "Taking the Super Out of Supervisor," Teachers College Record, 44:197-203, December, 1942.

³³V. B. Peters, "Squaring Practice With Theory, The Function of Supervision," Educational Administration and Supervision, 30:502-07, November, 1944.

in the administrative organization. However, there does not appear to be a great deal written on what the teachers themselves think of supervisory practices or what they believe should be done to improve supervision.

CHAPTER III

A DESCRIPTION OF THE TEACHERS RESPONDING TO THE QUESTIONNAIRE

California teachers must possess one of the following credentials in order to hold a position in an elementary school:

1. General Elementary, kindergarten through the eighth grade.
2. General Junior High, seventh, eighth and ninth grades.
3. Kindergarten-Primary, kindergarten through the third grade.
4. Emergency, kindergarten through the eighth grade.
5. Provisional, kindergarten through the eighth grade.

Some general elementary credentialed teachers do not possess a baccalaureate degree because this was not a requirement until recent years. However, one will find emergency teachers with bachelors and masters degrees who have not completed unit and subject requirements for the regular credential. Many emergency teachers have not completed any college work at all. Provisional credentialed teachers are working toward the degree and regular credential and have had at least two years of teaching experience.

It is the purpose of this chapter to answer the following questions regarding the general background of the respondents: (1) How many years have those involved in this study been teaching? (2) Do they teach one or more grades? (3) What type of credential do they hold? (4) What academic degree, if any, do they possess? (5) How many years have they been under supervision? (6) In what size school do they teach? (7) Do the respondents have a predominance of male or female supervisors? (8) Do these supervisors originate from city or county offices? (9) Of those involved in this study, what has been the average length of supervisory visits?

Number of years teaching experience. How many years have these teachers been teaching? Table I indicates that most, or 30.8 per cent, have been teaching between one to three years; 20.8 per cent, four to six years; 15.0 per cent, seven to ten years; 33.4 per cent, more than ten years.

Grade or grades taught. Did most teachers involved in this study teach a single grade or were they in multi-graded situations? Table II reveals that of the 241 replies, 88 or 36.6 per cent were teaching more than a single grade. The remainder, or 64.4 per cent, was distributed among grades one through eight and kindergarten and teaching one grade level, only.

TABLE I
NUMBER OF YEARS TEACHING EXPERIENCE
OF TEACHERS RESPONDING TO
THE QUESTIONNAIRE

Years Experience	Number	Per Cent
1--3	74	30.8
4--6	50	20.8
7--10	36	15.0
More than 10	80	33.4
	<hr/>	<hr/>
Totals	240	100.0

TABLE II
GRADE OR GRADES TAUGHT DURING THE PREVIOUS
SCHOOL YEAR BY TEACHERS RESPONDING
TO THE QUESTIONNAIRE

Grade Taught	Number
Kindergarten	9
First	16
Second	6
Third	23
Fourth	8
Fifth	24
Sixth	26
Seventh	19
Eighth	26
Multigraded	86
Total	<hr/> 241

Types of credentials held by respondents. What type of credential do most of the respondents possess? Are there many who do not have the training required to obtain the elementary credential? Table III indicates that some of the respondents possess more than one credential. Forty-eight and two-tenths per cent in this study have the General Elementary Credential. However, the second most numerous type of credential was the Emergency Credential with 20.5 per cent, followed by the General Secondary Credential,¹ 13.2 per cent; Provisional Credential, 9.5 per cent; General Junior High School Credential, 4.3 per cent. Thus, the combined per cents of the Emergency and Provisional Credentials equaled 30 per cent.

Types of degrees held by teachers. How many of the teachers involved in this study possess an academic degree? Are there many who have not as yet qualified for any degree? Table IV indicates that of the 248 replies, 61.2 per cent have received the A.B. degree. On the other hand, 64, or 25.8 per cent have no degree while 10.4 per cent have Master's degrees. The remainder, 2.6 per cent have various types of degrees such as the Bachelor of Science and Bachelor of Education degrees.

Number of years under supervision. How many years

¹ Respondents holding this credential have been teaching in the elementary grades.

TABLE III
TYPES OF CREDENTIALS HELD BY TEACHERS
RESPONDING TO THE QUESTIONNAIRE

Type of Credential	Number	Per Cent
General Elementary	132	48.2
Emergency	56	20.5
General Secondary	36	13.2
Provisional	20	9.5
General Junior High	12	4.3
Administrative	12	4.3
Totals	274*	100.0

*Many respondents indicated possessing more than one type of credential.

TABLE IV
TYPES OF DEGREES HELD BY THE ELEMENTARY
TEACHERS RESPONDING TO THE
QUESTIONNAIRE

Degree Held	Number	Per Cent
A. B.	152	61.2
None	64	25.8
M. A.	26	10.4
Others	6	2.6
	<hr/>	<hr/>
Totals	248	100.0

TABLE V
NUMBER OF YEARS RESPONDENTS HAVE
BEEN UNDER SUPERVISION

Number of Years	Number	Per Cent
0	8	3.6
1--3	86	38.4
4--6	50	22.3
7--10	32	14.3
More than 10	48	21.5
Totals	<hr/> 224	<hr/> 100.0

have most of the respondents taught under supervision? According to the data in Table V, the greatest percentage, 39.4, have received from one to three years of supervision. A few, 3.6 per cent, have not received supervision at all. Of the remainder, 22.3 per cent have been under supervision for four to six years; 14.2 per cent for seven to ten years; 21.5 per cent for more than ten years.

Size of the schools. Were most of the respondents teaching in small, medium or large schools? Table VI seems to indicate they are rather equally divided among the various sizes. Of the 243 responses, 21.4 per cent are in small schools of 100 or less students, with 17.3 per cent teaching in schools of over 1000, indicating that more respondents were teaching small schools than in very large ones.

Number of male and female supervisors. Were there more men or women supervising those involved in this study? According to Table VII, the ratio of women to men was approximately two to one. Of the total, 354 supervisors, or 56.2 per cent were women, while 33.8 per cent were men.

Source of supervision. To most supervisors originate from the county office, city or both? From the replies, many teachers have indicated that they considered city supervision and administrative supervision as being synonymous. Taking this into consideration, Table VIII indicates that

TABLE VI
SIZE OF SCHOOLS IN WHICH
RESPONDENTS TEACH

Number of Students*	Number	Per Cent
Less than 100	52	21.4
101--250	29	12.0
251--500	54	22.2
501--1000	66	27.1
Over 1000	42	17.3
Totals	243	100.0

*These figures are approximate.

TABLE VII

NUMBER OF MALE AND FEMALE GENERAL SUPERVISORS WHO HAVE BEEN SUPERVISING THE RESPONDENTS TO THE QUESTIONNAIRE

	Number	Per cent
Male	120	33.6
Female	234	66.2
Totals	354	100.0

TABLE VIII
CITY OR COUNTY SOURCE OF GENERAL
SUPERVISION OF RESPONDENTS TO
THE QUESTIONNAIRE

	Number	Per cent
County Office	96	45.7
City	92	43.8
Both	22	10.5
Totals	210	100.0

approximately the same number originated from both sources. Of the 210 replies, 96 or 45.7 per cent of the supervisory personnel came from a county office; 92 or 43.8 per cent from a city office, while 22 or 10.5 per cent indicated they received supervision from both sources.

Average length of supervisory visits. How much time did the supervisor spend with each respondent during a visitation? The responses to this question are found in Table IX, which indicates that 50.9 per cent received fifteen minutes or less; 62.2 per cent, 16 to 30 minutes; 22.3 per cent, 31 to 60 minutes; 3.2 per cent, over one hour; 7.4 per cent, varied. To be taken into consideration is the fact that these were "average" visits, since no exact figures would be possible for this question. This table seems to show that the average visit is thirty minutes or less (67.1 per cent).

SUMMARY

An attempt has been made in this chapter to give the general background of the teachers responding to the questionnaire. In summary, the following was revealed:

1. Most teachers seemed to be either quite experienced, having taught ten or more years, (33.4 per cent) or comparatively new in the teaching profession, having taught one to three years (30.8 per cent).

TABLE IX
AVERAGE LENGTH OF VISITS BY THE GENERAL
SUPERVISORS WHO HAVE BEEN SUPERVISING
THE TEACHERS RESPONDING TO
THE QUESTIONNAIRE

Length of visits*	Number	Per Cent
15 minutes or less	58	30.9
16 to 30 minutes	58	30.2
31 minutes to one hour	42	22.3
Over one hour	6	3.2
Varied	14	7.4
Totals	188	100.0

*These are approximate numbers of minutes.

2. One of every three teachers in this study is teaching in multigraded classes.

3. Although approximately one-half of the teachers (48.2 per cent) possess the General Elementary Credential, the number of Emergency and Provisional Credentials totals 50 per cent, while those teaching with no degrees totaled 25.8 per cent. This seems to indicate a lack of fully qualified teachers, due to an apparent scarcity of teachers in the elementary levels.

4. Most teachers (38.4 per cent) have been under supervision from one to three years, with the pattern following very closely that of Table I (page 24) having to do with number of years teaching experience.

5. Most of the respondents are teaching in schools of five hundred or less, with more teaching in schools of less than one hundred students (21.4 per cent) than in large schools of over one thousand.

6. Respondents indicated that of 384 supervisors, 66.2 per cent were women.

7. Responses concerning the source of supervision indicated that almost an equal number of supervisors originate from county and city offices.

8. Most supervisory visits were of thirty minutes duration or less (57.1 per cent).

CHAPTER IV

THE TEACHERS' RATINGS OF CERTAIN SUPERVISORY TECHNIQUES

An approach to an analysis of the data received from 254 questionnaires is the subject of this and the following chapter. This chapter concerns itself with data from Section II of the questionnaire.¹ Here, the teachers have been given a list of supervisory techniques and procedures. For each of these, the teachers have been asked to answer questions concerning the following four topics:

1. Whether the respondents have been receiving the specified supervisory technique listed.
 2. The desirability of receiving supervisory assistance not now available to the respondents.
 3. Respondents' opinions of relative values of certain supervisory techniques.
 4. The respondents' rankings of these techniques.
- The responses have been treated by considering each technique in the order mentioned.

I. RESPONDENTS RECEIVING CERTAIN SUPERVISORY TECHNIQUES

(TABLE X)

The following techniques are listed in the order that

¹See Appendix A, pages 120-121

they appear in the questionnaire.²

1. Individual conferences. "A supervisor having a conference with a teacher must be skilled in human relations, genuinely interested in helping and able to offer positive suggestions to aid a teacher in making analysis."³ Of the 254 responses, 194 or 76.4 per cent indicated receiving individual conferences. This technique ranked first in number of responses.

2. Demonstration teaching. How many teachers answering the questionnaire received teaching demonstrations given by the supervisor and how many were planned by the supervisor but given by the teacher? In answer to the first question, of 250 responses, 46 or 18.4 per cent answered to the affirmative while only 14 or 5.4 per cent of the 220 respondents answered "yes" to the second question.

3. Constructive criticism. This item ranked third in total number of affirmative responses with 168 indicating they received this type of assistance, representing 69.1 per cent of the 242 responses. The importance of constructive criticism was brought out by Cook⁴ in a survey concerning

²Loc. cit.

³A. S. Barr, William H. Burton and Leo J. Brueckner, Supervision (New York: Appleton-Century-Crofts, Inc., 1947), p. 734.

⁴Selda Cook, "Teachers' Ideas of Helpful Supervision," Educational Administration and Supervision, 9:554-57, December, 1923.

teachers' ideas of helpful supervision when he found that the two most desirable qualities teachers looked for in supervision were helpfulness and sympathy, while the type of help most desired was constructive criticism.

4. Helping with course of study. Did many respondents receive help in planning a course of study? It was revealed that opinions to this question were almost equally divided, with 46.1 per cent replying they received such help.

5. Workshops. How many teachers in this study have been receiving the benefits derived from workshops? Table X reveals that 60.8 per cent received this type of assistance, indicating that approximately two-fifths of the respondents did not have access to workshops. Many educators believe the workshop quite valuable to the teacher.

6. Group counselling. The trend in supervision is in the direction of cooperative problem-solving, where teachers, pupils, and parents all work together.⁵ Yet, it will be noted that 63.1 per cent claimed they did not receive this particular supervisory technique.

7. Provision for teaching material. Since many teachers, especially those just starting, often lack additional teaching materials, the supervisor may be able to give assistance in making such provisions. Table X indicates

⁵Barr, Burton and Brueckner, op. cit., p. 723.

that 59.4 per cent of the teachers received teaching materials from their supervisor, while 100 or 40.6 per cent of the 246 responses indicated they were not receiving this assistance.

8. Discussion committees. Were there many teachers on discussion committees? Of the 249 teachers who answered this question, less than one-half, or 44.3 per cent indicated "yes". Yet according to Harman,⁶ as well as other educators, discussion committees play an important part of planning a program of supervision.

9. Help in planning work and administering tests and measurements. How many of the respondents have been receiving help from their supervisor in planning their work? How many are receiving assistance in testing programs? Table X reveals that 42.1 per cent indicated receiving help in planning work, while 31 per cent were being assisted in administering tests and measurements.

10. Observation of teacher's work. Most of the teachers in this study indicated that their supervisors have observed their work in the classroom. Of the 244 replies, almost four-fifths or 77.9 per cent indicated receiving this type of supervisory technique.

11. Lists of professional reading. Were many of the

⁶Allen C. Harman, "Planning Programs of School Supervision," American School Board Journal, 117:22, November, 1948.

teachers who answered the questionnaire receiving the benefits derived from the great amount of material printed in the various subject-matter fields? Table X reveals that only 38.8 per cent of the respondents indicated receiving these lists. Of the 244 replies, 148 or 61.2 per cent indicated they had not received this information. In lieu of the fact that teachers, teaching a full day, have little time to look through such a vast amount of material, it appears that a greater per cent of them might be aided by receiving this assistance through the supervisor.

12. Visiting other teachers. Arranging for teachers' visitation of other classrooms is another method of assisting teachers in observing additional methods of instruction. However, of 244 responses, only 18 per cent indicated having access to this procedure. The remaining 82 per cent of the respondents indicated they were not given this opportunity of learning additional methods of instruction. According to Barr, Burton and Brueckner,⁷ this type of procedure would be of great value to the teacher. After an analysis of teacher needs, a teacher might visit another who is an expert in the skill or procedure to be improved.

13. Teachers' meetings conducted by the supervisor. Supervisors often call teachers together with the purpose of

⁷Barr, Burton and Brueckner, op. cit. p. 745.

making suggestions to them and having the teachers air their mutual problems. It is noted that about three-fifths, or 58.1 per cent of the respondents had supervisors who sponsored these meetings.

14. Field trips. In regard to receiving information on field trips, 58 or 22.8 per cent of the 216 responses indicated an answer of "yes" to this question. The remaining 180 or 77.2 per cent of the respondents were not being given this information. However, many worthwhile educational activities develop from taking field trips and excursions, as they are excellent ways of getting about to see what the rest of the world is doing.⁸

15. Panels, forums and supervisory bulletins. How many of the teachers involved in this study are taking part in panels and/or forums put on by the supervisor, and how many are receiving supervisory bulletins? In answer to the former question, a majority of the respondents (71.2 per cent) indicated they were not participants in panels or forums, while 146 or 63.5 per cent of the 230 respondents indicated they did not receive supervisory bulletins.

⁸Ibid. p. 734

TABLE X

NUMBERS AND PERCENTAGES OF RESPONDENTS WHO HAVE INDICATED
WHETHER THEY HAVE BEEN RECEIVING CERTAIN SUPERVISORY
TECHNIQUES PRACTISED IN THE ELEMENTARY SCHOOLS

Technique Used	Number of Responses	Yes	Per cent	No	Per cent
Individual conference	254	194	76.4	60	23.6
Demonstration teaching by the supervisor	250	46	18.4	204	81.6
Demonstrations planned with supervisor, given by the teacher	220	14	6.4	206	93.6
Constructive criticisms	242	168	69.1	74	30.9
Helping with course of study	242	112	46.1	130	53.9
Workshops	240	146	60.8	94	39.2
Group counselling	222	82	36.9	140	63.1
Provision for teaching material	246	146	59.4	100	40.6
Discussion committees	248	110	44.3	138	55.7
Help in planning work	242	102	42.1	140	57.9
Help in administering tests and measurements	238	74	31.0	164	69.0

TABLE X (continued)

NUMBERS AND PERCENTAGES OF RESPONDENTS WHO HAVE INDICATED WHETHER THEY HAVE BEEN RECEIVING CERTAIN SUPERVISORY TECHNIQUES PRACTISED IN THE ELEMENTARY SCHOOLS

Technique Used	Number of Responses	Yes	Per cent	No	Per cent
Observation of teacher's work	244	190	77.9	54	22.1
Lists of professional reading	242	94	38.8	148	61.2
Arranging for visiting other teachers	244	46	18.0	200	82.0
Teachers' meetings conducted by supervisor	244	142	58.1	102	41.9
Suggestions for field trips	238	53	22.8	180	77.2
Panela end/or forums	216	62	28.8	154	71.2
Supervisory bulletin	230	64	26.5	146	63.5

II. NUMBER AND PERCENTAGES OF RESPONDENTS DESIRING
SUPERVISORY ASSISTANCE NOT NOW AVAILABLE TO THEM
(TABLE XI)

In the previous section (Table X) the number of respondents receiving certain supervisory techniques was shown. This section deals with the respondents' desire to receive those techniques which they have indicated are not available to them, by answering "no" in Table X. In Table XI will be found the answers to: (1) How many and what per cent of the respondents would have liked to receive the indicated supervisory assistance? (2) How many and what per cent had no such desire or perhaps felt that it was not worth the time spent on such assistance?

The item receiving the highest per cent of favorable replies was "constructive criticism." As previously mentioned, this technique seems to be much desired by the teachers. Therefore, the 95.8 per cent of affirmative replies was of great significance. Because of the apparent desirability of this item, it appears that a higher per cent should be receiving this type of supervisory assistance. Other techniques mentioned by the respondents to be highly desirable were: "provision for teaching material" (89.5 per cent); "individual conference" (89.2 per cent); "arranging for visiting other teachers" (87.8 per cent); and "observation of teachers' work" (82.7 per cent). In addition, the following items received between seventy to

TABLE II

RESPONDENTS' OPINIONS CONCERNING THE DESIRABILITY OF RECEIVING SUPERVISORY ASSISTANCE NOT NOW AVAILABLE TO THEM

Supervisory technique	No. not receiving such supervision	Number of responses	Desirability		Per cent
			Yes	No	
Individual conference	60	56	50	89.2	10.8
Demonstration teaching by the supervisor	204	160	120	75.0	25.0
Demonstration planned with supervisor. Given by the teacher	206	156	89	56.4	43.6
Constructive criticisms	74	71	68	95.8	4.2
Helping with course of study	130	118	80	67.7	32.3
Workshops	94	91	67	73.6	26.4
Group counselling	140	124	66	53.2	46.8
Provision for teaching material	100	96	86	89.5	10.5
Discussion committees	138	104	56	53.8	46.2
Help in planning work	140	126	94	74.6	25.4

TABLE XI (continued)

RESPONDENTS' OPINIONS CONCERNING THE DESIRABILITY OF RECEIVING SUPERVISORY ASSISTANCE NOT NOW AVAILABLE TO THEM

Supervisory technique	No. not receiving such supervision	Number of responses	Desirability		Per cent
			Yes	No	
Help in administering tests and measurements	164	138	74	53.6	47.4
Observation of teacher's work	54	52	43	82.7	17.3
Lists of professional reading	145	122	90	73.7	26.3
Arranging for visiting other teachers	200	164	144	87.8	12.2
Teachers' meeting conducted by supervisor	102	96	56	58.3	41.7
Suggestions for field trips	180	112	69	60.7	39.3
Panel and/or forums	156	120	56	46.7	53.3
Supervisory bulletin	146	109	70	64.6	35.2

eighty per cent of "yes" replies: "demonstration teaching by the supervisors" (75 per cent); "help in planning work" (74.6 per cent); "lists of professional reading" (73.7 per cent); and "workshops" (73.6 per cent). "Helping with course of study" received a "yes" reply of 67.7 per cent; "supervisory bulletin," 64.8 per cent; and "suggestions for field trips," 60.7 per cent.

Many items were indicated by the respondents to be border-line cases, that is, receiving approximately the same number of "yes" and "no" replies. These were: "teachers' meeting conducted by supervisor" (58.3 per cent); "demonstrations planned with supervisor, given by the teacher" (56.4 per cent); "discussion committees" (53.8 per cent); help in administering tests (53.5 per cent). "Panels and/or forums" received a negative reply of 53.3 per cent. The results of Table XI indicate that some types of supervisory techniques were considered by the respondents to be much more desirable than others.

III. RELATIVE VALUES OF CERTAIN SUPERVISORY TECHNIQUES (TABLE XII)

Having determined the availability and the desirability of certain supervisory techniques, it might be of interest to consider what teachers think of the relative values of these techniques. This section, then, will con-

TABLE XII

RESPONDENTS' OPINIONS CONCERNING THE RELATIVE
VALUES OF CERTAIN SUPERVISORY TECHNIQUES

Technique Used	Number of Responses	Value to Teacher							
		Great No.	Per cent	Some No.	Per cent	Doubtful No.	Per cent	None No.	Per cent
Individual conference	218	92	42.2	118	54.1	6	2.7	2	1.0
Demonstration teaching by the supervisor	144	68	47.2	54	37.5	8	5.5	14	9.8
Demonstrations planned with supervisors, given by the teacher	116	28	24.1	48	41.3	22	18.9	18	15.7
Constructive criticisms	196	114	58.1	70	35.7	12	6.2	0	0
Helping with course of study	168	82	50.9	80	42.6	22	13.0	14	8.5
Workshops	146	54	36.9	64	43.8	20	13.6	8	5.7
Group counseling	116	20	17.2	64	55.1	20	17.2	12	10.5

TABLE XII (continued)

RESPONDENTS' OPINIONS CONCERNING THE RELATIVE
VALUES OF CERTAIN SUPERVISORY TECHNIQUES

Technique Used	Number of Responses	Value to Teacher							
		Great No.	Per cent	Some No.	Per cent	Doubtful No.	Per cent	None No.	Per cent
Provision for teaching material	165	84	50.9	46	27.8	29	17.5	6	3.8
Discussion committees	154	28	18.1	76	49.3	34	22.0	16	10.6
Help in planning work	136	56	41.1	66	48.5	12	8.8	2	1.6
Help in administering tests and measurements	124	42	33.8	46	37.1	28	22.6	8	6.5
Observation of teacher's work	182	59	31.9	74	40.6	32	17.6	18	9.9
Lists of professional reading	184	50	28.5	76	49.3	20	13.0	8	5.2
Arranging for visiting other teachers	120	72	60.0	26	21.7	14	11.7	8	6.6

TABLE XII (continued)

RESPONDENTS' OPINIONS CONCERNING THE RELATIVE
VALUES OF CERTAIN SUPERVISORY TECHNIQUES

Technique Used	Number of Responses	Value to Teacher							
		Great No.	Per cent	Some No.	Per cent	Doubtful No.	Per cent	None No.	Per cent
Teachers' meetings conducted by supervisor	170	38	22.4	76	44.7	42	24.7	14	8.2
Suggestions for field trips	130	40	30.8	56	43.1	22	16.9	12	9.2
Panels and/or forums	110	6	7.3	66	60.0	20	18.2	16	14.5
Supervisory bulletin	128	22	17.1	76	59.4	16	12.5	14	11.0

sider whether the respondents indicated each of the items to be of "great," "some," doubtful," or of no value to the teacher? Table XII shows that most teachers indicated that the "individual conference" was either of "some" or "great value" (95.3 per cent) followed closely by "constructive criticism" (93.8 per cent). Other techniques considered of great importance were "help in planning work" (89.6 per cent); lists of professional reading (81.8 per cent); "workshops" (80.7 per cent). Receiving the highest percentage of "great" responses was "arranging for visiting other teachers," with 60 per cent, followed by "constructive criticism," with 58.1 per cent. Considering the items valued as doubtful or of no value, the five considered the least important were: "demonstrations planned by supervisor, given by the supervisor" (34.6 per cent); "panels and forums" (32.7 per cent); "discussion committees" (31.6 per cent); "teachers' meetings conducted by supervisor" (31.9 per cent); and "help in administering tests and measurements" (29.1 per cent).

IV. RANKING OF CERTAIN SUPERVISORY TECHNIQUES

In the questionnaire, the teachers were asked to select the items according to importance, ranking them one, two or three. In Table XIII, the point value was computed on the following bases: three points to those rated as

"1"; two points to those rated "2"; one point to those rated "3". The total point value for each item was thus attained.

The opinions of the respondents were deemed of the highest importance in this study. Since the questionnaire did not ask for signatures, teachers' comments have not been acknowledged through footnotes. These comments will be used extensively in this section as well as in future chapters.

Individual conference. Ranked as number one, according to the data, was the "individual conference," having received a point value of 280. It was also mentioned the most number of times. In regard to this supervisory technique, one teacher commented that there should be ". . . closer conferences with the teacher, and a better understanding with the teacher's problems."

Constructive criticisms. The item ranked second in importance was "constructive criticisms." This item appears to be very popular with the respondents. The following are quotations taken from the questionnaire concerning this item:

Supervisors are to assist, not criticize. If they are qualified to help and can give assistance, they are of great help.

A supervisor could help much more by using tact and not criticizing to make the teacher uncomfortable. By giving friendly advice; help, not faultfinding.

TABLE XIII

RESPONDENTS' OPINIONS CONCERNING THE IMPORTANCE
OF CERTAIN SUPERVISORY TECHNIQUES,
ACCORDING TO RANK

Technique Used	Rank	Times Mentioned	Total Point Value
Individual conference	1	116	280
Constructive criticisms	2	96	208
Arranging for visiting other teachers	3	66	148
Provision for teaching material	4	72	144
Demonstration teaching by the supervisor	5	48	100
Workshops	6	46	84
Help in planning work	7	42	74
Helping with course of study	8	32	66
Observation of teacher's work	9	22	46
Help in administering tests and measurements	10	24	36
Discussion committees	11	12	28
Demonstrations planned with supervisor, given by teacher	12	16	26
Group counselling	13	14	22

TABLE XIII (continued)

RESPONDENTS' OPINIONS CONCERNING THE IMPORTANCE
OF CERTAIN SUPERVISORY TECHNIQUES,
ACCORDING TO RANK

Technique Used	Rank	Times Mentioned	Total Point Value
Teachers' meetings conducted by supervisor	14	12	12
Lists of professional reading	15	12	12
Supervisory bulletin	16	6	6
Suggestions for field trips	17	2	2
Panels and/or forums	18	0	0

Remaining rankings of supervisory techniques.

"Arranging for visiting other teachers" and "provision for teaching material" ranked third and fourth, respectively. Next in importance, according to Table XIII, was "demonstration teaching by the supervisor." Many comments were written by teachers concerning this particular item. A few of these were:

Demonstrate to individual teachers and classes the type of work she wants done and the procedures for doing it.

I do think supervision could be improved. I think demonstration lessons would be very helpful.

More demonstrations of techniques by supervisor, with teacher's own class!

Ranked as sixth in importance was the "workshop," followed by "help in planning work." In regard to the latter, one teacher had this to say: "Give teachers definite methods, such as games to be used in drills, and examples of successful lessons."

Next, in the order of their rank, were:

8. Helping with course of study
9. Observation of teacher's work
10. Help in administering tests and measurements
11. Discussion committees
12. Demonstrations planned with supervisor, given by supervisor

13. Group counselling
14. Teachers' meetings conducted by the supervisor
15. Lists of professional reading
16. Supervisory bulletin
17. Suggestions for field trips
18. Panels and/or forums

To be especially noted in Table XIII is the fact that the first four items seemed to be very much more in demand than all the other remaining fourteen items combined. The first four had a total point value of 762, while the combined total of the other fourteen was 516 points. In regard to the number of times these items were mentioned, those ranked one to four were mentioned a total of 330 times, while those ranked five to eighteen were mentioned a total of 298 times. This seems to indicate, again, that some supervisory aids are definitely more desired by most of the respondents than others being used.

SUMMARY AND INTERPRETATIONS

It is quite evident that the respondents desire assistance and advice. However, there are many supervisory techniques that are not as available as others even though they may be of more value than some they are receiving.

Supervisory techniques, ranked according to availability, were:

1. Observation of teacher's work (77.9 per cent)
2. Individual conference (76.4 per cent)
3. Constructive criticism (69.1 per cent)
4. Workshops (60.8 per cent)
5. Teachers' meetings conducted by supervisor (59.1 per cent)
6. Provision for teaching material (57 per cent)
7. Helping with course of study (46.1 per cent)
8. Discussion committees (44.3 per cent)
9. Help in planning work (42.1 per cent)
10. Lists of professional reading (39.5 per cent)
11. Group counselling (36.9 per cent)
12. Supervisory bulletin (36.5 per cent)
13. Help in administering tests and measurements (31 per cent)
14. Panels and/or forums (28.8 per cent)
15. Suggestions for field trips (22.8 per cent)
16. Demonstration teaching by the supervisor (18.4 per cent)
17. Arranging for visiting other teachers (18 per cent)
18. Demonstrations planned with supervisor, given by the teacher (6.4 per cent)

As indicated above, many teachers involved in this study have not been receiving various supervisory techniques. Of those who replied that they did not receive assistance in the above named items, the following were listed as most desirable:

- (1) Constructive criticism (95.8 per cent)
- (2) Provision for teaching material (89.5 per cent)
- (3) Individual conference (89.2 per cent)
- (4) Arranging for visiting other teachers (87.8 per cent)
- (5) Observation of teacher's work (87.2 per cent)
- (6) Demonstration teaching by the supervisor (75 per cent)
- (7) Workshops (73.6 per cent)
- (8) Help in planning work (74.6 per cent)
- (9) Lists of professional reading (73.7 per cent)

The six techniques which were indicated to be greatest value were:

- (1) Arranging for visiting other teachers
- (2) Constructive criticism
- (3) Provision for teaching material
- (4) Demonstration teaching by the supervisor
- (5) Individual conference
- (6) Help in planning work

Some items were indicated as being of no value.

Those receiving the highest per cents of "none," were:

- (1) Demonstrations planned with supervisor, given by the teacher (15.7 per cent)
- (2) Panels and/or forums (14.5 per cent)
- (3) Supervisory bulletin (11 per cent)
- (4) Discussion committees (10.5 per cent)
- (5) Group counselling (10.5 per cent)
- (6) Observation of teacher's work (9.9 per cent)

It was interesting to note that, in regard to the latter item, very many teachers indicated that it was of "great" value. Other items seemed to be equally debatable. This would seem to indicate that the technique used by the supervisor should vary with the individual.

A very important point to note was the rank given to the various supervisory techniques. Ranked highest was the "individual conference." This item was consistently high in every table. Second in rank was "constructive criticism," another very popular technique among teachers. Third and fourth were "arranging for visiting other teachers," and "provision for teaching material," followed by "demonstration teaching by the supervisor." The latter four items were consistently ranked very high in every question having to do with desirability of supervision.

On the other hand, items having to do with group work seemed to have the lowest ranks. This may indicate that most teachers desire individual or more personal assistance.

CHAPTER V

TEACHERS' REACTIONS TO OTHER SUPERVISORY TECHNIQUES

This chapter concerns itself with Sections III and IV of the questionnaire. In the former section¹ are found further questions dealing with certain common supervisory procedures. In Section IV,² the teachers were asked questions of a more general nature.

In this chapter, again the respondents' comments have been used wherever it was felt that these suggestions had to do with the item being considered.

Observing before making suggestions. Would teachers rather have the supervisor spend at least one period in observing before making suggestions? The data in Table XIV indicated that 67.5 per cent would. Of the remainder, 20.3 per cent were indifferent, while only 9.3 per cent indicated they did not desire the one period of observation prior to making suggestions. This would seem to indicate that the teachers answering this question believe that suggestions made to them are more valid after some time has been spent in prior observations. One teacher commented:

¹See Appendix A, p. 121

²Ibid., p. 122

TABLE XIV

NUMBERS AND PERCENTAGES OF EMPLOYEES
 DESIRING THE SUPERVISOR SPEND AT LEAST
 ONE PERIOD IN OBSERVING BEYOND
 MAKING SUGGESTIONS

	Number	Per cent
Desiring one period	146	67.5
Do not desire one period	20	9.3
Indifferent	50	23.2
Totals	216	100.0

The supervisor and the teacher must meet together and agree on a common philosophy. The supervisor must understand the particular class with which the teacher is dealing before making any comments.

Taking notes in the classroom. What is the attitude of the respondents toward the supervisor's taking notes? Table XV reveals that the respondents have very little objection toward note-taking, with just 18.8 per cent indicating any objection to this practice. The majority (62.4 per cent) did not object to note-taking, while 18.8 per cent were indifferent.

Notification concerning a pending visit. In regard to the supervisor notifying the teacher concerning a pending visit, the data in Table XVI indicates that of 231 replies, 37.3 per cent desired notification while 38.1 per cent indicated that notification was not necessary. The remainder, 24.6 per cent, were indifferent. Thus, three-fourths of the respondents were either indifferent or did not deem it necessary to be notified by the supervisor if the latter decided to visit a classroom.

Visiting without previous notice. Are most of the respondents disturbed by the supervisors if they appear without giving prior notice to the visit? As previously stated, most of the teachers involved in this study did not believe it necessary to be notified. Even a greater per cent of the respondents claimed they were not disturbed, or

TABLE XV
NUMBERS AND PERCENTAGES OF RESPONDENTS'
ATTITUDES TOWARD SUPERVISORS
TAKING NOTES IN THE
CLASSROOM

	Number	Per cent
Object to note-taking	44	18.8
No objection to note-taking	146	62.4
Indifferent	44	18.8
Totals	234	100.0

TABLE XVI
NUMBERS AND PERCENTAGES OF RESPONDENTS
DESIRING NOTIFICATION CONCERNING
A PENNING VISIT

	Number	Per cent
Notification desired	88	37.3
Notification not necessary	90	38.1
Indifferent	58	24.6
Totals	236	100.0

TABLE XVII
NUMBERS AND PERCENTAGES OF RESPONDENTS
DISTURBED BY SUPERVISORS VISITING
WITHOUT GIVING PREVIOUS NOTICE

	Number	Per cent
Disturbed	42	17.3
Not disturbed	162	67.0
Indifferent	38	15.7
Totals	242	100.0

were indifferent when the supervisor did come without their being notified. Table XVII indicates that 67 per cent were not disturbed, while 15.7 per cent claimed indifference. However, the remaining 17.3 per cent indicated that this procedure did disturb them.

Types of suggestions preferred by the respondents.

When the supervisor is ready to offer suggestions which type would the respondents prefer: written, oral, or some combination of both? The types of such suggestions are tabulated in Table XVIII. The largest percentage, 62.3 per cent of the respondents, indicated a desire for oral suggestions while only 2 per cent cared for the written type. A "combination of both" was preferred by 35.7 per cent. From this table, then, it would appear that those answering the question had a definite desire to discuss their problems with the supervisor rather than receive the suggestions in writing.

Primary aims of supervisors. What, according to the opinions of the respondents, seems to be the primary aim of the supervisor? Is it for rating purposes? To improve instruction? Or is it to just "snoop around?" For what other reasons would the supervisor appear? It will be noted in Table XIX that most respondents (65 per cent) indicated that the supervisor came either "to improve instruction" or "to help in all ways possible." Of the

TABLE XVIII

PREFERENCES OF THE RESPONDENTS FOR
WRITTEN OR ORAL SUGGESTIONS
MADE BY THE SUPERVISOR

	Number	Per cent
Written	4	2.0
Oral	126	62.3
Combination of both	72	35.7
Totals	202	100.0

TABLE XIX
 RESPONDENTS' OPINIONS CONCERNING THE
 PRIMARY AIMS OF SUPERVISORS

	Number	Per cent
To secure a rating of you as a teacher	64	15.8
To improve instruction	124	30.6
"Just to visit your class"	56	13.8
To "snoop around"	18	4.4
To help in all ways possible	144	35.4
	<hr/>	<hr/>
Totals	406	100.0

remainder, 13.8 per cent thought the main aim of the supervisor was "to secure a rating of you as a teacher," while 13.8 per cent indicated they came "just to visit your class." Only 4.4 per cent indicated that the supervisor's aim was simply "to snoop around."

Some typical suggestions on this topic, by teachers involved in this study, were:

Many teachers have the idea that supervisors are inclined to snoop and therefore dread their visits. If the supervisors would actually participate in the group activities and demonstrate good procedure, this could be avoided.

Another teacher commented:

Good attitudes should be established between the teacher and supervisor. The supervisor should regard herself as a helper rather than judging and evaluating teachers' work. Teachers should consider this also.

In regard to being rated, one teacher claimed that the ". . . supervisor should be a helper, not a rate sheet . . ." while another commented that, "More definite helps in supervision could be given. Most of it seems to be mainly a checking up process." Still another said that, ". . . I would like to have supervision, not snoopervision."

Personal conferences. Do supervisors hold personal conferences with the respondents after visitation? An indication is found in Table XX. Of the 230 replies, 82 (35.5 per cent) of this total were receiving personal conferences while practically the same number (36.6 per cent)

TABLE XX
NUMBER OF PERSONAL CONFERENCES HELD BY
THE SUPERVISOR AFTER A VISITATION

	Number	Per cent
Personal conference held	82	35.6
Occasional personal conferences	84	36.6
No personal conferences	64	27.8
Totals	230	100.0

indicated "occasional personal conferences." The remainder (23.8 per cent), replied that they had "no personal conferences." Combining the latter two percentages, it will be noted that almost two-thirds of the respondents received just occasional conferences or none whatever.

Types of supervisory criticisms. Are the criticisms suggested by the supervisors to the teachers involved in this study usually of a constructive or adverse nature? An examination of the data from Table XII reveals that a majority of the respondents (68.1 per cent) received constructive criticisms while only 3.6 per cent were receiving adverse criticisms. "Neither" was indicated by 28.3 per cent.

Commented one teacher on constructive criticisms:

Supervision is a good thing if the supervisor can give the constructive kind, but destructive criticism without remedy is bad for any teacher. I do like to be criticized and not told how to better his or her way of teaching?

Permission to ask for supervision. Have the respondents been allowed to ask for supervision at any time or do they have to wait for the supervisor's arrival at the latter's convenience? Table XIII reveals that 86.7 per cent of the respondents are permitted to ask for supervisory assistance at any time. This practice is one to be desired according to the following comment made by one of the teachers, who wrote that "I think that the supervisor should call only on the invitation of the principal or teacher."

TABLE XXI
RESPONDENTS' OPINIONS CONCERNING THE TYPES
OF CRITICISM MADE BY THE SUPERVISORS

	Number	Per cent
Constructive	154	68.1
Adverse	8	3.6
Neither	64	28.3
Totals	226	100.0

TABLE XXII

NUMBERS AND PERCENTAGES OF RESPONDENTS
PERMITTED TO WALK FOR SUPERVISION
AT ANY TIME DESIRED

	Number	Per cent
Permitted at any time	210	86.7
Not permitted	32	13.3
Totals	242	100.0

Requests for supervision. Although, according to Table XXII, the great majority of the teachers involved in this survey are allowed to ask for supervision, do they take the trouble of doing so? If they do, how often do they ask for the supervisor? Table XXIII indicates the responses made to these questions. It is interesting to note that over two-thirds of the respondents did not ask for supervision at all, while 13.6 per cent asked only once. Accordingly, of those involved in this study, only one-fifth of the teachers asked for supervision two or more times. One reason some teachers do not request supervision was expressed by one respondent, who wrote:

. . . if I need help, I need it now, not two weeks from now. In the past two years of teaching, I have been visited twice by a supervisor. (she) feels that I should go to the county office if I want a conference (nine miles away). Supervisor is a general one, but spends all her time in primary grades. Upper grades receive little or no help.

Improvement through supervision. To what extent do the teachers involved in this study feel they are improving through aid of the supervisor? Table XXIV shows that only 17 per cent feel they are improving very much because of supervisory assistance, while more than one-half (55.3 per cent) indicated "some" improvement through supervision. The remainder (27.7 per cent) claimed that supervision did not help them improve their teaching at all. It is apparent, then, that almost five-sixths of the respondents feel they

TABLE XXIII
NUMBER OF TIMES RESPONDENTS
ASKED FOR SUPERVISION

No. of Times	Number	Per cent
0	145	67.3
1	30	13.6
2	14	6.4
3	16	7.3
4	4	1.7
5	2	1.0
More than 5	6	2.7
	<hr/>	<hr/>
Totals	220	100.0

TABLE XXIV

RESPONDENTS' OPINIONS CONCERNING THE
IMPROVEMENT OF TEACHING THROUGH
SUPERVISORY ASSISTANCE

Improvement through supervision	Number	Per cent
Much	39	17.0
Some	124	55.3
None	62	27.7
	<hr/>	<hr/>
Totals	224	100.0

are receiving little help from the supervisors in improving their teaching. One teacher wrote: "In my situation the supervisor is so vague and haphazard as to scarcely be supervision at all." Another commented: "I like specific answers and not so much theory. (I've had that and tried to apply it). It seems a waste of time to go over it in most cases."

Encouragement offered through supervision. How much encouragement are teachers receiving from the supervisor? Are they receiving "much," "some" or "none?" Table XXV shows that one-third of the respondents indicated they received "much" encouragement, while 46.2 per cent indicated their supervisor offered "some" encouragement. One-fifth of those involved in this study felt that they were not receiving any encouragement at all. Commented one respondent:

. . . that which I had was rather grudgingly given and was usually of very little help. My first year was just without assistance of any kind. This should be improved.

Another stated:

The supervisor should first of all have the right personality or use tact. There are many of them who should not be supervisors! The best ones are those who want to suggest helpful means; encourage where it is most needed, praise when it is deserved; put themselves on an equal level and to ask you for ideas and help once in a while. A "know-it-all" is never popular.

Assistance in discipline. Are the teachers receiving very much help in regard to discipline? It appears,

TABLE XXV
RESPONDENTS' OPINIONS CONCERNING THE
AMOUNT OF ENCOURAGEMENT OFFERED
BY THE SUPERVISOR

Amount of Encouragement	Number	Per cent
Much	80	33.6
Some	110	45.2
None	48	20.2
Totals	238	100.0

TABLE XVI
AMOUNT OF ASSISTANCE REGARDING DISCIPLINE
RECEIVED BY RESPONDENTS FROM
THEIR SUPERVISORS

Amount received	Number	Per cent
Much	12	5.2
Some	86	37.1
None	134	57.7
Totals	232	100.0

from Table XXVI, that over one-half (57.7 per cent) did not feel they received any assistance in disciplinary problems, while only 5.2 per cent indicated receiving "much" assistance. Many respondents felt that beginning teachers especially need assistance in disciplinary problems. As one teacher stated:

I've seen young teachers sink too often rather than be able to swim, losing out mainly because he is not able to understand the administering of disciplinary measures.

Assistance in standardized tests. In Table XXVII will be found the replies to the question, "Do you receive assistance in utilizing the results of standardized tests (if given) in improving instruction?" Here, 5.8 per cent of the respondents indicated "much" assistance in utilizing the results of standardized tests in improving instruction, while 29.8 per cent indicated "some" assistance. The remaining 64.4 per cent replied "none" to this question. One teacher commented: "I receive fine help for county tests in U. S. History and U. S. Constitution." Otherwise, not very many teachers made statements one way or the other in regard to receiving or having a desire to receive assistance in this matter.

Preference in regard to type of supervision. To most of the respondents prefer that their supervisors be "general" supervisors, or should they be trained in specific

TABLE XVII
AMOUNT OF ASSISTANCE RECEIVED BY THE
RESPONDENTS IN UTILIZING THE RESULTS
OF STANDARDIZED TESTS IN
IMPROVING INSTRUCTION

Amount of assistance received	Number	Per cent
Much	12	5.2
Some	38	38.6
None	128	66.2
Totals	228	100.0

TABLE XXVIII

PREFERENCES OF RESPONDENTS WHETHER SUPERVISORS SHOULD BE TRAINED IN GENERAL (ALL) SUBJECTS OR SPECIFIC SUBJECTS

Preference	Number	Per cent
General (all) subjects	156	70.2
Specific subjects	66	29.8
Totals	222	100.0

areas? From Table XXVIII, it is apparent that most of the respondents prefer a supervisor trained in general (all) subjects (70.2 per cent). Supervisors trained in specific subjects were preferred by 29.8 per cent. From this, it appears that most of the teachers involved in this study felt that they learned more in the long-run from someone who could give them all-around assistance in the various subject areas than from supervisors trained in a specific subject. One teacher stated:

General curriculum supervisors should be well versed in the ideas and objectives of supervision of special subjects so they don't step on toes! More constructive criticism and help should come from supervisors.

Administrative supervision. How much assistance have those involved in this study been receiving from their administrators in the field of supervision? The results in Table XXIX reveal that 12.8 per cent of the respondents indicated they received "much" assistance from their administrator. In most cases (55.4 per cent), "some" assistance was indicated, while 31.8 per cent indicated "none" in answer to this question. One teacher commented:

I think it could be improved by having the principal do the supervision. The principal is more interested.

Another stated:

During the past two years, most help came from the principal, who made regular visits and held individual conferences. Actual supervisor

TABLE XXIX
AMOUNT OF SUPERVISION RECEIVED BY
RESPONDENTS FROM THEIR
ADMINISTRATORS

Amount of assistance	Number	Per cent
Much	23	12.8
Some	122	55.4
None	70	31.8
Totals	220	100.0

had too large an area to handle and was of little or no assistance.

SUMMARY AND INTERPRETATIONS

The opinions of the teachers involved in this study are summarized below:

1. A majority (67.5 per cent) indicated the supervisor should withhold suggestions until the supervisor has spent at least one period in observing the class. Apparently they felt that the supervisors' suggestions would mean more to the respondents after such observation.

2. Most of the respondents had no objections to the supervisors' taking notes in the classroom (82.4 per cent).

3. Approximately three-fourths of the respondents were either indifferent or did not deem it necessary to be notified by the supervisor when the latter decided to visit the classroom (75.4 per cent). On the other hand, 17.3 per cent of the respondents indicated they were disturbed if the supervisor came without giving previous notice. In such cases, the supervisor might take special heed to notify teachers who are inclined to be disturbed by this procedure.

4. More than three-fifths of the respondents preferred oral suggestions from their supervisor. Only 2.0 per cent preferred written suggestion. It is apparent then, that the supervisor should confer with the teachers rather

then leave or send written comments.

5. Most of the respondents (66.0 per cent) indicated their belief that their supervisor came either "to improve instruction" or "to help in all ways possible." A relatively few (4.4 per cent) commented that the supervisor came to "snoop around."

6. Approximately two-thirds of the respondents indicated receiving "no" or just "occasional personal conferences" with the supervisor after a visitation. In view of the fact that the "individual conference" was considered by the respondents to be a very helpful supervisory aid, it appears that more personal conferences might be considered by the supervisors.

7. Of those receiving criticisms from the supervisor, 63.1 per cent indicated they were of a constructive nature. The remainder were either "adverse" (3.6 per cent) or were classified as "neither" (23.3 per cent). Thus, approximately one-third of the respondents indicated they were not receiving constructive types of criticisms.

8. Most of the respondents (86.7 per cent) indicated they were allowed to ask for supervision. It is to be noted, however, that more than two-thirds of these (67.3 per cent) did not ask for supervision at all. This might seem to indicate that the respondents did not feel it worth their time or effort to warrant their asking for supervision.

9. Seventeen per cent indicated they are improving "much" through supervisory assistance. The remaining 83 per cent indicated either "some" or "none" in regard to improvement through supervision.

10. Concerning the amount of encouragement offered by the supervisor, 33.6 per cent indicated receiving "much" encouragement, while 20.2 per cent indicated "none." The remainder received "some" encouragement. Since encouragement is recognized as a great source of inspiration, it appears that many teachers might be stimulated by the supervisors offering more encouragement.

11. Only 5.3 per cent of the respondents indicated receiving "much" assistance in disciplinary problems from their supervisors. The majority (57.7 per cent) stated "none." In this regard, many respondents revealed through their comments that they would rather handle discipline problems themselves, although it was generally indicated that new teachers should receive this assistance.

12. In regard to receiving assistance in utilizing the results of standardized tests in improving instruction, 5.2 per cent indicated receiving "much" assistance while 56.2 per cent stated "none." The remainder received "some."

13. Most respondents (70.2 per cent) showed a preference for supervisors trained in general (all) rather than specific subjects. This might be influenced by the number

of special subject supervisors available in the various schools. Possibly, were the number of special supervisors great enough to cover all or most subjects, the opinions of the respondents might have been different.

14. Concerning the amount of supervision received by the respondents from their administrators, 12.8 per cent claimed "much" assistance, while 31.8 per cent stated "none." The remainder said they received "some" assistance in this respect. This does not necessarily mean that the respondents do not desire supervisory assistance from the administrator. Rather, it might indicate that most administrators are loaded down with too many other duties to give enough time toward supervision.

CHAPTER VI

TEACHERS' FREE RESPONSE SUGGESTIONS ON HOW SUPERVISION MIGHT BE IMPROVED

The teachers involved in this study were confronted with the following free response item in the questionnaire: "Please state whether, in your opinion, supervision could be improved. If so, how?" There were 162 responses to this item. Some of these were not specific enough to be categorized.

No attempt has been made to make grammatical or other possible corrections in the statements listed below. All punctuation, such as quotation marks are those of the respondents.

In order to avoid duplication of material, the following have been selected as examples of suggestions written by the respondents. The quotations were categorized and are listed below. An attempt toward a partial numerical summary is given as a conclusion to this chapter.

Supervision should be specific and practical.

In my situation the supervision is so vague and haphazard as to scarcely be supervision at all; therefore, all of the good modern supervisory techniques need to apply.

The general supervisor who visits me most often, just sits -- no smile, no frown: he just sits. Occasionally I hear, via the grapevine, that he thinks I'm a good teacher.

Yes, supervision could be more specific. The supervision was too general to be of too much help.

Supervisors should be more available.

Supervisors' visits are too infrequent and visits seem to achieve no purpose. The supervisor acts rather self-conscious and often speaks in broad generalities rather than in more specific areas.

Supervision could certainly be increased in our school although I don't believe that I would like the situation as well. I have control of my class to do with it as I decide best. I like this plan. I can see, however, where such an arrangement could be dangerous in some instances.

Supervisors should encourage teachers.

Yes. Having the supervisor not be a "snoopervisor." Develop the idea of "we did it." Have supervisor leave his name off programs and giving equal credit to all of staff. Use the word "please" more often. Greet staff with "smile." Try to learn and help teachers in their problems in and out of school. Don't show favoritism.

A number of supervisors worked out of the county office - a northern central county. They were very helpful in indicating new techniques and approaches and served as a clearing center through which new ideas passed; i.e., if a teacher developed a new way of introducing a subject (say "fractions") the supervisors had the technique written and presented them to all the teachers in the county. Of particular value and of a highly commendable professional attitude was their insistence that the teacher was given full credit for the innovation. Such an attitude, I believe, made the teachers feel more cooperative toward the supervisors and brought forth a number of new ideas for all to use.

Supervisors should assist new teachers.

I would have certainly welcomed my supervisor as often as she could come the first year. I've had to learn from experience and am completely independent in my classroom. However, new and inexperienced

teachers could learn a great deal from capable supervising.

Supervisors should be more friendly.

Supervision is an important means of both improving instruction as well as helping the teacher in their individual problems. It should be on an impersonal yet friendly basis, building teacher morale as much as possible in addition to making pedagogical suggestions in devices and techniques. It should be purely on a technical, supervisory basis and no administrative qualities concerned with it.

Supervisors should offer more constructive criticisms.

In my opinion, a good supervisor is friendly and makes you feel as if she is interested in helping you to improve rather than having finding fault and flaws as her aim. She should give much constructive criticism, but feel free to give suggestions where improvement is needed.

Supervisors should not check on, or rate teachers.

More definite helps in supervision could be given. Most of it seems to be mainly a "checking up" process.

General supervisors could be of help if they didn't carry tales to get teachers in trouble. Every time I ask for help, I received a bawling out by the principal for mentioning school problems. A wise supervisor should be a better mediator. Also, not make up lies from a word or two said, that gave her an entirely wrong conception. Going to trustees and talking against teachers. Their job should be to make understanding between teachers, trustees and principals, not to tear down a person's reputation. I'm getting to the place I don't trust supervisors. Therefore, I haven't anything to say to them when they enter, only the customary courtesy, to keep them from getting sore.

More Supervision by the administrator.

Since I am now in the teaching field, I need help desperately. My administrator helps more than does my supervisor!

Decreasing supervisor's territory.

I would say that if the supervisors had a small district to service, they could do a better job. Mine last year was very helpful and very positive.

Supervision is not perfect so could be improved. Our supervisor has too many schools to help to be available as much as we at our school feel we need her.

Necessity of spending more time with teachers.

In the county system, yes. First, lighten the load of the consultant. Second, have the consultant give adequate time to every teacher, especially new ones, whether they seem to be adequate or not!

Supervisor should exercise interest in the teacher as an individual.

She should have "good taste" in the teachers' being, rather than taking all of the wind out of her sails. A teacher will strive much harder for improvement if she feels that a supervisor believes in her.

Yes, I am sure it could be improved, by taking an interest in the individual teachers and their problems.

Higher qualifications for a supervisor's certificate.

New and inexperienced teachers could learn a great deal from capable supervising. Supervisors should definitely have taught at least ten years!!

Excessive theory in supervision.

I think supervision in general is poor. Supervisors are too far from the classroom teaching situation and deal too much in theory.

Supervisors should arrange for inter-class visitation.

Supervisor should be willing to take class to

permit visits to other rooms or schools. Supervisor should be a helper, not a rate sheet. On call at all times; personality such as to encourage teachers to use supervision.

Supervisors should make provisions for more teaching materials.

The more concrete a supervisor can be the better. In other words, instead of generalizations, list point by point what they mean and give numerous examples. Suggest materials and bring in materials.

Attitudes of supervisors.

Some supervisors think they know everything and their way, and their way only is correct. Some feel a schedule must be followed to the letter.

. . . by losing the so often "attitude of superiority" and giving "practical" help.

Supervisors should assist in discipline problems.

I feel that young teachers (beginning first year) do not have a fair trial. The first year teacher is judged mainly by the ability to maintain discipline and in many cases has not learned the mechanics in any curriculum class or from supervisor or from the principal.

Biased attitudes toward supervision.

Teachers' attitudes toward supervisors are biased by former poor supervision, so are very often hard to help.

Supervisors should provide more instructional bulletins.

Teachers need instructional bulletins on how to get the most out of the testing program.

More definite written instructions outlined in a bulletin, etc.

Supervisors should make better use of discussion committees.

Departmental meetings instead of general faculty meetings. More personal help with specific situations. More use of group discussion and planning. Definite use of results and recommendations set forth by committees.

Supervisors should assist teachers with children of very low I. Q.

More practical assistance in providing meaningful work for children of very low I. Q. who may belong in special training class but can't get in, due to crowded conditions.

Unity of purpose amongst supervisors.

Supervision would be improved and appreciated in a county when the philosophy of education of the county staff is clearly discussed; when there is unity of purpose among the supervisors and superintendent, and when personality friction between supervisors and administrator is not imposed on the teachers. Poor human relations preclude benefits from a supervisory program. I should expect supervisors to keep up with current trends and to be able to discuss various aspects of these in relation to learning — even if the current trend is not especially feasible for an isolated district.

Schedule of hours available for consultation.

Supervisors can list hours that they have for consultation. Statement by supervisors concerning general principles of department ought to be given each teacher.

I feel a definite schedule should be provided so as to reach all at least sometime during the year.

Supervisors should keep out of politics.

In our case I think our supervisor for last year was more of a politician than a supervisor.

Abolish supervision.

By ridding of it entirely. Are we professional people? Do doctors or other professional people have to stand for all of this nonsense? Rather than have all of this supervision, the state and teacher training institutions should better screen candidates and have more rigid requirements so as to keep uncalculables at a minimum in this field. This would further dent the teacher supply!!! Once again it becomes an administrative problem. If the teachers were paid a decent living wage, many more candidates would attempt to enter our "profession." Administrators should work for better teacher wages and start by ridding of this supervisor frill or crease. Too expensive and unjustifiable. To me, the very crux of improving instruction and the betterment of child welfare is the attainment of excellent teachers through more rigid standards via better teacher salaries, not through more and more "supervision."

Miscellaneous comments. Many comments contained more than one suggestion. The following are typical examples of such replies.

Be honest with policy information, be understanding and helpful; be open to suggestions, opinions, and problems; be humane and act as a part of the faculty; possess a pleasant, happy personality; be available to the faculty and students when needed.

Definitely improved by: (1) suggesting ways and means; (2) giving assistance on projects, etc. (3) visitations more often; (4) more cooperation and understanding of problems faced by teacher.

Teacher aid material displayed; conduct class period at specified times; encouragement as well as criticism; visit from the superintendent of schools bi-annually.

My supervisor gives me a great deal of help by answering any questions I may have, helping to see that I have adequate supplies and by making me feel every time I see her that I am doing an important job well.

Supervision in my situation is satisfactory, as is our supervisor. Supervisors as "consultants" would improve the situation of those not as fortunate as I.

My supervisor is quiet, calm, and kindly - always ready to help. Never criticizes - only suggests. What better can you get?

In _____ County if we have any problems we drop the consultant a penny post card, and he either comes out or sends us help. Once a month we have a Saturday morning work-shop and via the penny post card we send in titles to subjects we would like discussed. It is all very helpful.

A summary of the respondents' suggestions on how supervision might be improved is tabulated in Table XXX.

TABLE XXX

SUMMARY OF TEACHERS' SUGGESTIONS ON
HOW SUPERVISION MIGHT BE IMPROVED

Suggestions	Times Mentioned
Supervision should be more specific and practical	16
Supervisors should be more available	10
Supervisors should encourage teachers	9
Supervisors should assist new teachers	8
Supervisors should be more friendly	8
Supervisors should offer more constructive criticisms	6
Supervisors should not check on, or rate teachers	6
The administrator should do the supervising	6
Supervisors should spend more time with the teacher	6
Supervisors should not have so much territory to cover	6
More demonstration teaching by the supervisor	5
Supervisors should exercise more interest in the teacher as an individual	4
Higher qualifications for a supervisor's certificate	4
Excessive theory in supervision	4
Supervisors should arrange for inter-class visitation	4

TABLE XXX (continued)

SUMMARY OF TEACHER SUGGESTIONS ON
HOW SUPERVISION MIGHT BE IMPROVED

Suggestions	Times Mentioned
Supervisors should make provisions for more teaching materials	4
Too much "know-it-all" or "superior- ity" attitude	4
Supervisors should assist in dis- cipline problems	3
Teachers should get over being biased concerning supervision	3
Supervisors should provide more in- structional bulletins	2
Supervisors should make better use of discussion committees	2
Supervisors should help in administer- ing testing program	2
Supervisors should assist in planning work	2
Meetings should be conducted by supervisor	2
Supervisors should assist teachers with children of very low I. Q.	2
Unity of purpose amongst supervisors	2
Lighten the "load" of the supervisor	2
Supervisors should list schedule of hours available for consultation	2
Keep classroom observation at a minimum	1

CHAPTER VII

SUMMARY AND RECOMMENDATIONS

Summary

In the preceding chapters an attempt has been made to give a detailed analysis of the data received from the questionnaire. The following is a summary of this data:

- A. A description of the teachers responding to the questionnaire:
1. Thirty-three and four-tenths per cent of the respondents taught ten or more years. Thirty and eight-tenths per cent taught one to three years.
 2. One of three indicated teaching in multigraded classes.
 3. Approximately one-half of the respondents possess the General Elementary Credential, while a total of 33 per cent indicated possessing Emergency or Provisional Credentials. Twenty-five and eight-tenths per cent indicated having no degree of any type.
 4. Most of the respondents indicated teaching in schools of less than five hundred enrollment, with 21.4 per cent teaching in schools of less than one hundred.

5. Approximately an equal number of the supervisors of the respondents in this study originate from county and city offices.
 6. Most supervisory visits were of thirty minutes duration or less.
- B. The Teachers' Ratings of Certain Supervisory Techniques:
1. Supervisory techniques, ranked according to availability, were:
 - a. Observation of teacher's work, 77.9 per cent
 - b. Individual conference, 76.4 per cent
 - c. Constructive criticism, 69.1 per cent
 - d. Workshops, 60.8 per cent
 - e. Teachers' meetings, conducted by supervisor, 59.1 per cent
 - f. Provision for teaching material, 57 per cent
 - g. Helping with course of study, 48.1 per cent
 - h. Discussion committees, 44.3 per cent
 - i. Help in planning work, 42.1 per cent
 - j. Lists of professional readings, 38.9 per cent
 - k. Group counselling, 36.9 per cent

- l. Supervisory bulletins, 36.5 per cent
 - m. Help in administering tests and measurements, 31 per cent
 - n. Panels and/or forums, 18.8 per cent
 - o. Suggestions for field trips, 22.8 per cent
 - p. Demonstration teaching by the supervisor, 18.4 per cent
 - q. Arranging for visiting other teachers, 19 per cent
 - r. Demonstrations planned with supervisor, given by the teacher, 6.4 per cent
2. Many respondents replied they did not receive assistance in the above named items. Of those not receiving this assistance, the following were indicated as most desirable: (in order of rank)
- a. Constructive criticism, 95.8 per cent
 - b. Provision for teaching material, 89.5 per cent
 - c. Individual conference, 89.2 per cent
 - d. Arranging for visiting other teachers, 87.8 per cent
 - e. Observation of teacher's work, 82.7 per cent

- f. Demonstration teaching by the supervisor, 75 per cent
 - g. Workshops, 73.8 per cent
 - h. Help in planning work, 74.8 per cent
 - i. Lists of professional reading, 73.7 per cent
3. The six techniques which were indicated to be of greatest value were: (in order of rank)
- a. Arranging for visiting other teachers
 - b. Constructive criticisms
 - c. Provision for teaching material
 - d. Demonstration teaching by the supervisor
 - e. Individual conference
 - f. Help in planning work
4. Some supervisory techniques were labelled as being of no value. Those receiving the highest per cents of "no value" were:
- a. Demonstrations planned with supervisor, given by the teacher, 15.7 per cent
 - b. Panels and/or forums, 14.8 per cent
 - c. Supervisory bulletin, 11 per cent
 - d. Discussion committees, 10.6 per cent
 - e. Group counselling, 10.8 per cent
 - f. Observation of teacher's work, 9.9 per cent

5. Using a point value on all items listed, the respondents indicated the following to have been most helpful: (in the order of rank)
- a. Individual conference
 - b. Constructive criticisms
 - c. Arranging for visiting other teachers
 - d. Provision for teaching material
 - e. Demonstration teaching by the supervisor
 - f. Workshops

C. Teachers' Reactions to Other Supervisory Techniques:

1. A majority of the respondents indicated that suggestions should be withheld until the supervisor has spent at least one period in observing the class.
2. Most of the respondents had no objections to the supervisors' taking notes in the classroom.
3. Approximately three-fourths of the respondents were either indifferent or did not deem it necessary to be notified by the supervisor when the latter decided to visit the classroom.
4. Three-fifths of the respondents preferred oral suggestions from their supervisor. Only 2.0 per cent preferred written suggestions.
5. In indicating their opinions concerning the primary aims of supervisors, most of the

respondents indicated their supervisors come either "to improve instruction" or "to help in all ways possible." A few (4.4 per cent) indicated that the supervisors come to "snoop around."

6. Of those receiving criticisms from the supervisor, 68.1 per cent indicated they were of a constructive nature. Approximately one-third of the respondents indicated they were not receiving constructive types of criticism.
7. Although most of the respondents were allowed to ask for supervision, more than two-thirds indicated they did not request this assistance.
8. In regard to the improvement of teaching through supervisory assistance, 17 per cent indicated improving "much" while 83 per cent indicated either "some" or "none" in regard to improvement through supervision.
9. Thirty-three and six-tenths per cent of the respondents indicated receiving "much" encouragement from the supervisor. The remaining 66.4 per cent received either "some" or no encouragement.
10. Only 5.2 per cent of the respondents indicated receiving "much" assistance in disciplinary

problems from their supervisor.

11. Most respondents (70.2 per cent) showed a preference of general supervisors to special supervisors.
12. In indicating the amount of supervision received by the respondents from their administrators, it was found that 12.3 per cent claimed "much" assistance while 31.0 per cent indicated receiving "none."

D. Teachers' Suggestions on How Supervision Might Be Improved

1. Of the various suggestions offered by the respondents, the ten most popular were: (in order of rank)
 - a. Supervision should be more specific and practical
 - b. Supervisors should be more available
 - c. Supervisors should encourage teachers
 - d. Supervisors should assist new teachers
 - e. Supervisors should be more friendly
 - f. Supervisors should offer more constructive criticisms
 - g. Supervisors should not check on, or rate teachers

- h. The administrator should do the supervising
- i. Supervisors should not have so much territory to cover
- j. Supervisors should spend more time with the teachers

Recommendations

The findings of this study lead to the following recommendations:

1. That, due to the large number of inexperienced and unqualified teachers, the most competent type of supervisor must and should be available. If these teachers were shown the value of better supervision, they would be able to accept supervision as a professional resource.
2. That the supervisory load be decreased to the point where more time could be spent with each teacher. The indicated length of thirty minutes or less for a supervisory visit appears rather short for effective supervision. This would also help toward a better understanding between the teacher and the supervisor.
3. That superintendents, administrators, supervisors and teachers cooperatively plan supervisory

programs whereby teachers will receive the type of practical assistance most desired by them in their individual situations. At present, the data indicate that many teachers are receiving some supervisory aids considered unnecessary or undesirable to them. Others indicated they would like to be receiving certain types of assistance not available to them at the present time.

4. That supervisors attempt to hold more personal conferences with the teachers after a visitation. The data indicate that many teachers are not receiving this assistance, which was considered by a very high percentage of the respondents to be very desirable. During these conferences, there is a need for the supervisor to plan cooperatively with the teacher.
5. That supervisors make intervisitation arrangements for teachers. The data indicate that most of the respondents desire such assistance, yet very few have this opportunity.
6. That, through teacher-training institutions and in-service training, a more liberal feeling toward supervision take the place of the present biased attitudes so many teachers display toward

the supervisor.

7. That the legal credential authorities investigate the possibility of revising some of the requirements for the supervision credential. This might include additional in-service experience, careful screening of potential candidates, selections made from teachers of proven ability and a well-planned program of pre-service training. In order to induce the best prospective personnel into supervision, a salary schedule commensurate to the position should be established.
8. That, according to the findings in this study, supervisor-teacher relationships would greatly be improved if the type of supervision they received were more friendly, cooperative and practical. The data indicated a desire for constructive criticisms and definite suggestions toward the improvement of teaching. This, however, must be done in an amicable manner. Teachers indicated resentment toward being "told" what to do.

Leads to further study.

It is recognized that there were many limitations to this study. Since the questionnaire was mostly confined to teachers attending the summer sessions at the College of the Pacific, there is little doubt that many areas in California were not properly represented. There were supervisory practices not covered in this study which might be taken into consideration in a further study. Being limited to general supervision, no attempt was made to study the reactions of teachers to special supervisors.

There are several questions which could bear further consideration. How do the responses of teachers who have taught for many years compare with those who have recently started in the teaching profession? What are the reasons more teachers do not request supervisory assistance when they are permitted to do so? Do most of the requests for supervision come from teachers in one-room, single graded or multigraded schools?

If the goal of improving supervisor-teacher relationships is to be achieved, then the opinions of teachers toward supervisory techniques, their desires for having additional services, and their suggestions for improving certain prevailing conditions should be considered. A further study should include additional questions and cover

a sampling of teachers over a larger geographical area.

A similar study of supervisors' opinions would add much to complete the picture. Such a combined study would give more complete data of this important area in education.

BIBLIOGRAPHY

BIBLIOGRAPHY

A. BOOKS

- Ayer, F. C., and A. S. Barr, The Organization of Supervision. New York: Appleton-Century, 1929. 327 pp.
- Barr, A. S., William H. Burton, and Leo J. Bruckner, Supervision: Principles and Practices in the Improvement of Instruction. New York: D. Appleton and Company, 1936. 481 pp.
- _____, Supervision: Democratic Leadership in the Improvement of Learning. New York: Appleton-Century-Crofts, Inc., 1947. 279 pp.
- Brink, William C., Direction and Coordination of Supervision. Northwestern University Contributions to Education Series, No. 3, Bloomington, Illinois, Public School Publishing Company, 1930. 117 pp.
- _____, "The Practices of City School Superintendents in Directing and Co-ordinating the Activities of Supervisors." Unpublished Doctor's dissertation, School of Education, Northwestern University, 1929.
- Burton, W. H., The Supervision of Elementary Subjects. New York: Appleton and Company, 1929. 710 pp.
- _____, Supervision and the Improvement of Teaching. New York: Appleton and Company, 1922. 310 pp.
- Clement, John Addison, and James Homer Clement, Supervision in Grades 7-12. New York: The Century Company, 1930. 462 pp.
- Garrison, Noble Lee, Status and Work of the Training Supervisor. New York: Teachers College, Columbia University, 1927. 93 pp.
- Good, Carter V., editor, Dictionary of Education. New York: McGraw-Hill Book Company, Inc., 1945. 495 pp.
- Hard, Florence, "The Status of the Rural Supervisor in California." Unpublished Master's thesis, Department of Education, University of California, 1929.

- Hillegas, M. D., The Elements of Classroom Supervision. New York: Laidlow Brothers, 1931. 224 pp.
- Koos, Leonard V., The Questionnaire in Education. New York: The Macmillan Company, 1938. 178 pp.
- Kyte, George C., How to Supervise. Boston: Houghton Mifflin, 1930. 468 pp.
- _____, The Principal at Work. Boston: Ginn and Company, 1941. 478 pp.
- McGovern, Eloy, "A Critical Evaluation of California General Elementary County School Supervision." Unpublished Doctor's Dissertation, School of Education, University of Southern California, 1948.
- Malchoir, William T., Instructional Supervision. Boston: L. C. Heath and Company, 1930. 476 pp.
- Miller, Ward, Democracy in Education Administration. New York: Bureau of Publications, Teachers College, Columbia University, 1942. 117 pp.
- National Council on Educational Methods, Educational Supervision: First Yearbook. Bureau of Publications, Teachers College, Columbia University, 1928.
- National Education Association, Department of Rural Education, The Rural Supervisor at Work. Washington, D. C., 1948. 242 pp.
- National Education Association, Department of Superintendents, Eighth Yearbook: The Superintendent Surveys Supervision, 1930. 471 pp.
- Nutt, Herbert Wilbur, Supervision of Instruction. New York: Johnson Publishing Company, 1928. 538 pp.
- _____, Current Problems of Instruction. Richmond: Johnson Publishing Company, 1928. 538 pp.
- Rorer, John A., Principles of Democratic Supervision. New York: Bureau of Publications, Teachers College, Columbia University, 1942. 230 pp.
- Smith, Samuel, and Robert Spear, Supervision in the Elementary Schools. New York: The Center Company, 1938. 480 pp.

- Southell, Maycie, Direct Agencies of Supervision as Used by General Elementary Supervisors. George Peabody College, Contributions to Education, No. 63, Nashville, Tenn., 1938. 136 pp.
- Stone, Clarence, Supervision of the Elementary School. Boston: Houghton Mifflin Company, 1924. 570 pp.
- Tiles, Kimball, Supervision for Better Schools. New York: Prentice-Hall, 1950. 330 pp.

B. PERIODICAL LITERATURE

- Eamesberger, Velis, "Supervision from the Supervisors' Viewpoint," Educational Method, 9:397-401, April, 1930.
- Bartky, John A., "Helping Teachers Teach," School and Society, 66:241-44, September, 1947.
- Belser, B., "Changing Concepts of School Supervision," Educational Method, 21:259-65, March, 1948.
- Broome, W. C., "Some Thoughts on Supervision," Phi Delta Kappan, 25:58-59, October, 1942.
- Carrothers, C. C., "Visitation Should Follow Workshops," Curriculum Journal, 12:365-67, December, 1941.
- Caswell, H. L., "How Shall Supervision Be Advanced?" Educational Method, 21:2-8, October, 1941.
- Coffman, W. A., "The Control of Educational Progress Through School Supervision," Elementary School Journal, 26:66-69, September-June, 1921-1925.
- Cook, Selma, "Teachers' Ideas of Helpful Supervision," Educational Administration and Supervision, 2:254-57, December, 1925.
- Davis, Joseph B., "Administrative and Supervisory Practices for Improving Instruction," Junior College Journal, 3:265-73, March, 1948.
- Featherstone, W. B., "Taking the Super Out of Supervision," Teachers College Record, 44:197-203, December, 1942.

- Fiestro, Clarence, "Supervision Today," The Bulletin of the National Association of Secondary School Principals, 34:9, December, 1939.
- Foots, John M., "A State Program of Instructional Supervision," Journal of Rural Education, April, 1932, pp. 337-41.
- Franseth, Jane, "Georgia's Program of Education for Prospective Rural Supervisors," School Life, April, 1949, pp. 20-26.
- Gans, Ross, "Teachers Appraise Supervision and Administration," Education, 27:217-22, December, 1948.
- Gillahan, R., "Duties of the General Supervisor," Kentucky School Journal, 21:25-27, January, 1943.
- Gilmore, J. E., "Administrators Study Elementary Education," New York Educator, 25:329, February, 1948.
- Harman, Allen C., "Planning Programs of School Supervision," American School Board Journal, 117:22, November, 1948.
- Hart, Melvin C., "Supervision From the Standpoint of the Supervised," School Review, 37:337-40, September, 1929.
- Hoppock, A. S., "What is Supervision?" Educational Leadership, 2:146-49, January, 1945.
- Hosic, James P., "The Care for Supervision," Educational Method, 18:329-35, April, 1939.
- Kelley, Earl C., "Why All this Talk About Workshops?" Educational Leadership, 2:200-204, February, 1945.
- Zumpf, C. H., "Direct, Individualized Supervision," National Elementary Principal, 21:173-77, April, 1943.
- Kyte, George C., "This is the kind of supervision Teachers Welcome and Appreciate," The Nation's Schools, 48:33-34, July, 1951.
- Lindsay, Margaret, "Developing Dynamic Teachers," Educational Leadership, 6:216-20, January, 1949.
- Lingquist, H. B., "The Evaluation of Supervision," Educational Administration and Supervision, 10:301-10, April, 1952.

- McClure, North, "The Superintendent and Creative Supervision," American School Board Journal, 66:27-28, March, 1933.
- McClunis, T. C., "Supervisory Visits and Teacher Rating Devices," Journal of Educational Research, September, 1934, p. 44.
- McNamara, M., "The Building Principal as a Supervisor," Kentucky School Journal, 25:13-14, December, 1947.
- Mead, A. E., "Using the Laboratory School for Demonstrations for Teachers In-service," Educational Administration and Supervision, 22:134-40, February, 1935.
- Murray, Thomas, and H. M. Bradley, "Teachers Don't Fear Supervision When They Help to Refine It," National Schools, 46:37-38, August, 1950.
- Otto, Henry J., "Supervisory Organization and Administration," Review of Educational Research, 16:355, October, 1946.
- _____, "The Supervision of Instruction," Review of Educational Research, 18:372, October, 1948.
- Peters, F. B., "Squaring Practice with Theory, The Function of Supervision," Educational Administration and Supervision, 30:202-07, November, 1944.
- Ryan, H. H., "Bringing Out the Teachers' Best," Journal of Education, 123:41-43, February, 1950.
- Scott, C. E., "Continuity an Aim of Supervision," American Board Journal, April, 1924, p. 44.
- Season, John A., "Is Special Supervision on the Way Out?" Educational Method, 20:250-53, April, 1941.
- Stearns, H. L., "Administering a General Program of Supervision," Elementary School Journal, 43:160-65, November, 1942.
- Swearinger, Mildred E., "Looking at Supervision," Educational Leadership, 3:146-51, January, 1946.
- Tectors, E. R., "What of Supervision?" Educational Method, 22:171-72, June, 1943.

APPENDIX A
COPY OF THE QUESTIONNAIRE
USED IN THIS STUDY

Techniques and/or procedures used by the supervisor.	Do you receive this type of supervision?		If not would you like to?		Value to you					
					C O M M U N I T	O R G A N I Z A T I O N	I N F O R M A T I O N	M O T I V A T I O N	S A T I S F A C T I O N	O T H E R
	Yes	No	Yes	No						
12. Observation of teacher's work										
13. Lists of professional reading										
14. Arranging for visiting other teachers										
15. Teachers' meetings conducted by supervisor										
16. Suggestions for field trips										
17. Panels and/or forums										
18. Supervisory bulletin										
19. (other)										
20. (other)										

SECTION III.

1. Would you rather have the supervisor spend at least one period in observing before making suggestions?
YES ___ NO ___ INDIFFERENT ___
2. Do you mind the supervisors' taking notes?
YES ___ NO ___ INDIFFERENT ___
3. Do you think that the supervisor should let you know ahead of time concerning a pending visit?
YES ___ NO ___ INDIFFERENT ___
4. Does it disturb you to have a supervisor visit you without previous notice?
YES ___ NO ___ INDIFFERENT ___
5. What type of suggestions do you prefer?
WRITTEN ___ ORAL ___ COMBINATION OF BOTH ___

6. In your opinion, what seems to be the primary aim of your supervisor? (If necessary, check more than one.)
- a. To secure a rating of you as a teacher _____
 - b. To improve instruction _____
 - c. "Just to visit your class" _____
 - d. To "snoop around" _____
 - e. To help in all ways possible _____
 - f. (other) _____
 - g. (other) _____
7. Are personal conferences held with you after the visitations? OCCASIONALLY _____ YES _____ NO _____
8. Are the criticisms usually constructive or adverse? (check one) CONSTRUCTIVE _____ ADVERSE _____

SECTION IV.

1. In your system, may you ask for supervision at any time you wish? YES _____ NO _____
2. How many times did you ask for supervision last year? (If allowed to do so) If none, please indicate by "0". _____
3. In your opinion is the supervision you are receiving helping you improve your teaching? NONE _____ SOME _____ MUCH _____
4. In your opinion does the supervisor offer you encouragement? NONE _____ SOME _____ MUCH _____
5. Do you receive assistance concerning discipline? NONE _____ SOME _____ MUCH _____
6. Do you receive assistance in utilizing the results of standardized tests (if given) in improving instruction? NONE _____ SOME _____ MUCH _____
7. Do you prefer a supervisor trained in general (all) subjects or in specific subjects? GENERAL (ALL) SUBJECT _____ SPECIFIC SUBJECT _____
8. Does your administrator help in supervision? NONE _____ SOME _____ MUCH _____

Please state whether, in your opinion, supervision could be improved. If so, how? (In very brief sentences.)

APPENDIX B

REQUIREMENTS FOR THE ELEMENTARY SCHOOL TEACHING
CREDENTIAL. ARTICLE 5, FROM THE CALIFORNIA
ADMINISTRATIVE CODE, TITLE 5,
EDUCATION CODE

ELEMENTARY SCHOOL SUPERVISION CREDENTIAL

(From California Administrative Code,
Title 5, Education Code, Article 45.)

436. Application. An applicant for the elementary school supervision credential shall comply with the procedure prescribed for application (Section 201), and shall have completed a program including the following minimum requirements:

- (a) Possession of a valid general elementary credential.
- (b) Two years of successful teaching experience in the elementary schools.
- (c) Twenty-four semester hours of upper division or graduate work in addition to the holding of the general elementary credential.
- (d) The undergraduate or graduate training shall include work in the following subject groups:
 - (1) Principles and practices of curriculum construction and evaluation.
 - (2) Measurement and appraisal of educational achievement and aptitudes.
 - (3) Pupil personnel, counselling and guidance, including techniques and practices of child study and parent education.

(e) Concurrently with or subsequently to teaching experience, the graduate or undergraduate training shall include work in the following subject groups, including directed field work of such a nature as to give the applicant first hand knowledge of problems and issues as they exist in the public schools:

(1) Organization and administration of elementary schools.

(2) Supervision of instruction and curriculum in the elementary schools.

(f) Elective courses in general or professional education to complete the total required pattern of training.

437. Authorization for Service. The elementary school supervision credential authorizes the holder to supervise instruction in elementary schools.

438. Term. The elementary school supervision credential may be issued for a period to correspond to the term of the basic teaching credential held, except that when the basic credential is an unlimited credential or life diploma, the initial elementary school supervision credential may be issued for a period of five years and may be renewed for periods of five years in accordance with provisions of Section 202.