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## **An investigation of elementary teachers' attitudes toward supervisory practices in the classroom**

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*Indiana State University*

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AN INVESTIGATION OF ELEMENTARY TEACHERS'  
ATTITUDES TOWARD SUPERVISORY PRACTICES  
IN THE CLASSROOM

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A Thesis  
Presented to  
the Faculty of the School of Education  
The Indiana State Teachers College

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

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by  
John Vernon Robinson

The thesis of John V. Robinson  
Contribution of the Graduate School, Indiana State  
Teachers College, Number 392 , under the title   
An Investigation of Elementary Teachers'  
Attitudes Toward Supervisory Practices in the  
Classroom.

is hereby approved as counting toward the completion  
of the Master's degree in the amount of 8 hour's  
credit.

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## CHAPTER I

### INTRODUCTION

#### A. Definition of Supervision

Definitions of supervision by leading educators will give us a picture of the function of supervision. Coffman says, "It is enough to say that great progress has been made since the early days when supervision was defined as: 'taking the broad view, the general view, and seeing the back and middle grounds as well as the foreground with its details . . . Supervision is the vision in the old and beautiful sense of seeing things invisible.' The supervisor himself has come a long distance since the days when he was directed . . . to cast a genial influence over his schools, but otherwise not interfere with the work."<sup>1</sup>

"Supervision is therefore coextensive with the range of things physical and spiritual which are primarily concerned with better conditions that surround learning."<sup>2</sup>

J. R. Shannon defines supervision simply as being "an

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<sup>1</sup> L. D. Coffman, "The Control of Educational Progress through School Supervision," Proceedings of the National Education Association, 55:187, 1917.

<sup>2</sup> William H. Burton and others, The Supervision of Elementary Subjects (New York: D. Appleton and Company, 1929). p. 6.

effort to improve teaching."<sup>3</sup>

"The supervisor is in fact an artist in the improvement of teaching"--Ellsworth Collings.<sup>4</sup> He explained that the responsibility of the continuous growth of children falls upon the teacher and she needs a wise and helpful friend who will also help her promote her own growth. The supervisor is this friend. She, therefore, is the influence which spreads through the teacher to the child. This puts a great responsibility upon the supervisor.

Dunn gives this statement on supervision: "Instructional supervision, therefore, has the large purpose of improving the quality of instruction, primarily by promoting the professional growth of all teachers, and secondarily and temporarily by correcting deficiencies of preliminary preparation for teaching by the training of teachers in service."<sup>5</sup>

"Supervision is the improvement of teacher guidance through furthering the continuous growing of the teacher."<sup>6</sup>

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<sup>3</sup> J. R. Shannon, "Teachers' Attitudes toward Supervisors," Educational Method, 16:9-14, October, 1936.

<sup>4</sup> Ellsworth Collings; School Supervision in Theory and Practice (New York: Thomas Y. Crowell Company, 1929). p. 2.

<sup>5</sup> Fannie W. Dunn, "What Is Instructional Supervision?" Proceedings of the National Education Association, 16:763, 1923.

<sup>6</sup> Ellsworth Collings, School Supervision in Theory and Practice (New York: Thomas Y. Crowell Company, 1927). p. 107.



Supervision, Burton says, ". . . has to do with the improvement of the teaching act, the selection and organization of subject matter, testing of mental fitness and instructional results, improvement of teachers in service, and rating of teachers."<sup>7</sup>

The foremost duty of supervision, Wagner says, is that of making teaching more productive of development for the child, that the child learns faster with supervision than without it.<sup>8</sup>

Ayer and Barr define supervision as: "A specialized function devoted to the inspection, direction, and improvement of the educational activities of individuals working at one administrative level, administered by superior officers working at higher administrative level."<sup>9</sup>

This excellent but brief definition is found in a statement by Elliot: "Supervisory control is concerned with what should be taught, and when it should be taught; to whom, by whom, how and to what purpose."<sup>10</sup>

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<sup>7</sup> William A. Burton, Supervision and the Improvement of Teaching (New York: D. Appleton Company, 1928). pp. 9-10.

<sup>8</sup> Charles A. Wagner, Common Sense in School Supervision (Milwaukee: Bruce Publishing Company, 1921). 204 pp.

<sup>9</sup> Fred C. Ayer and A. S. Barr, The Organization of Supervision (New York: D. Appleton Company, 1928). p. 348.

<sup>10</sup> E. C. Elliot, City School Supervision (New York: World Book Company, 1914). p. 12.

In summarizing: worthwhile supervision is the act of observing teachers in their classroom work and then giving them helpful criticisms and friendly suggestions which will inspire, guide, and train them to improve their classroom teaching.

#### B. Importance of Principal and Special Supervisor in the Supervisory Program

Teacher improvement is always foremost. Although many teachers study through summer school work, extension classes, etc., there is still opportunity for the greatest improvement while the teacher is at work--in the classroom.

Supervision by principal or by the special or general supervisor is included in this study. The principal is in daily contact with his teachers but does not have direct helps on special subjects as is expected of the special supervisor. Yet the principal is in a strategic position for rendering splendid supervisory assistance. He is also very helpful to the teacher in her problems because of his close contact and understanding of a situation which may occur in his school; whereas the special supervisor knows her special field and problems which may occur in her field. Each has his place in supervision.

The principal understands the community in which his school is situated and he has a close view of the work going on in his building while the special supervisor has a broad

view of the work in her field. She knows what all the schools in the city and state are doing. Since the principal knows and understands the teachers and pupils, he can offer helpful, constructive criticisms as to relative values of different subjects and different types of teaching.

The principal makes his contribution, as a generalist; the supervisor as a specialist.

### C. Suggested Aims and Objectives of Classroom Supervision

#### 1. The improvement of teaching

The first aim or objective of supervision is stated clearly in a part of the definitions of supervision. The teacher should be led to master the techniques of classroom instruction and to develop good teaching habits. She must make use of all materials and opportunities at her disposal to develop high standards of teaching efficiency. A study of teaching problems, experimentation upon revising and improving methods of instruction is necessary to improve teaching.

Teachers may be led to a broad vision of teaching problems. The work of one grade should be seen in relation to the work of other grades so that an understanding of revision and needed growth may be observed.

#### 2. Improving teachers in service

It is most desirable to develop a professional spirit and efficiency by teachers' meetings, demonstration teaching,

special bulletins, observations, professional readings, type lessons, lectures, suggested improvements, exhibits, etc., as means through which this objective may be worked out.

Helpful criticisms given in an understanding, sympathetic way and based upon the specific needs of that particular teacher should be the best avenue for teacher improvement. Many visits and conferences are necessary before the teacher's personality and weaknesses may be discovered. Any improvement is well worth the time it takes to find the teacher's difficulty.

"There is no reason why the work of the most superior teacher cannot be improved by supervision without curtailing initiative or interfering with the freedom necessary to development and improvement."<sup>11</sup>

### 3. Development and training of inexperienced teachers as well as assisting those with experience

The new teacher must first be adjusted to the situation. Probably more help along definite lines and in definite situations is needed with the inexperienced teacher.

In the development of the schools it cannot be hoped that the amount of supervision will be constantly guided in subject matter and skills. The overhead costs of every large school system are becoming a matter of serious concern. The solution must be faced by specialization on the part of every elementary teacher to a point where knowledge and skills have filled the teacher with enthusiasm and confidence.<sup>12</sup>

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<sup>11</sup> Fred Engelhardt, Public School Organization and Administration (New York: Ginn and Company, 1931). p. 298.

<sup>12</sup> H. M. Buckley, "Departmentalization of Teaching," Elementary School Journal, 26:163, November, 1925.

Although one aim of supervision is to aid the beginning teacher as well as those who have been in service, we can see that much of this training depends on the ambition and integrity of the teacher herself. If the teacher is aggressive, with some supervision, she can even qualify as a specialist in various kinds of work in the school or be an exceptional regular teacher.

Supervision should be studied in relation to the type of teacher and the work the teacher is doing.

4. Stimulating independence, initiative,  
self-expression and motivation  
for the teachers

The right of self-direction follows from the respect due to personality, a right to be accorded in the degree that others are equally considered. The good teacher will grant the greatest feasible self-direction to the pupil; this means growing in them and respect for their personalities. In like manner the supervisor will ever seek to extend the self-direction of the teachers; it brings growth to them; it respects their personalities. Democracy is thus served.<sup>13</sup>

The above statement was taken from Kilpatrick's principles of sane supervision as quoted by Barr and Burton.

5. Measuring the progress and efficiency  
of teachers

Although many studies have shown that certain rating cards, success grades, etc., are of little value and often not fair, some type of evaluation of the teacher's merit and work is necessary. The best teacher is in demand and is vital if our school is to be the best. The supervisor and principal will

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<sup>13</sup> A. S. Barr and William H. Burton, The Supervision of Instruction (New York: D. Appleton and Company, 1926). p. 78.

more than likely understand the teacher, know her work, and be in relatively close contact with her; therefore, they are more able to grade her progress. This is for the teacher's benefit as well as for the supervisor. Such measurements should show her weak points and give her definite methods for improvement.

This is one of the most difficult jobs a supervisor has. Practical standards and skill in employing correct standards are points the supervisor has to consider. The teacher must depend upon the supervisor's fairness and reliability of judgment for her grade or recommendation. Therefore, competent and just supervisory judgment is the ideal situation.

#### 6. Evaluating pupil progress

This may be done by the teacher and reported to the supervisor or in some cases observed by the supervisor, through standardized tests, reactions of pupils to school and community, and student attitudes. Checks of progress and comparisons give definite results instead of opinions and form a basis upon which improvement programs may be developed. Tests contribute to more exact determination as to reasons for slow or irregular progress, individual abilities and weaknesses of pupils, and to weak places of the teacher's procedure.

#### 7. To further the pupils' learning and growth

This aim is expressed in the second part of the definition of supervision, and a direct attack may be made upon improving learning through improving teaching. Teaching and pupil problems must be studied with the supervisor, and all factors which are

concerned with bettering conditions which surround learning must be included.

The child is the important part of the school--the object of having a school; therefore, all things provided and undertaken must be done with his well being in mind. His growth and all-round development should be the basis upon which the curriculum is built and around which the school activities are planned.

#### 8. Improvement of classroom organization and pupil placement

Before any efficient teaching can be done, pupil placement should be checked. Mass instruction is not often found best. Problems of individual differences must be met. This calls for group activities and proper placement of children in these groups. The improvement of pupil adjustments should be continuous. A careful watch must be kept on pupils for improvement, and opportunities to move up should be given them.

Desirable procedures will depend upon plans of classroom organization. Special plans must be adopted for best results; plenty of room space, proper materials, efficient and interested teachers are necessary. Opportunity rooms of all types may be studied and those fitting the needs and finances of the school system may be adopted.

#### 9. Directing supervision to the child and his efforts

An outstanding aim of supervision is directing it to the child and his efforts. The pupil is a definite factor in determining the supervisory organization. Individual differences

and personalities should be recognized. Fred Engelhardt says

In certain schools, the program of classroom activities is planned for individual self-supervision. Each child is stimulated to self-analysis, self-instruction, self-inspection, and self-examination. In classrooms organized on this plan, the materials of instruction are designed, selected, and arranged so that each child is given work within his capacities. The plan of work is prepared so that the learner may evaluate his efforts and then select the necessary additional material for review, drill or study, as the case may be. Thus, with such improved materials of instruction, supervisory effort is directed to determining the extent to which pupils may take the initiative in promoting their own learning and growth.<sup>14</sup>

#### 10. Continuous school program

If a unity of purpose in the educational program is kept in mind and a definitely organized program is carried on, there will be no breaks in the teaching process. This is desirable--first, because all people concerned can work better if they know definitely where they are going and what they are expected to do when they get there. Definite results can be expected from a definite continuous plan.

Time and energy are saved when the work is continuous; there is no breaking or stopping point; one grade or subject develops from the one the child just finished. He doesn't need to adjust himself as if he were transferred to a new world.

#### 11. Providing continuity and integration in the school life of the child

All the child's activities should be correlated. He is a social being--one individual. His subjects must be integrated. As an example we may say good health does not result from

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<sup>14</sup> Fred Engelhardt, Public School Organization and Administration (New York: Ginn and Company, 1931). pp. 304-305.



arithmetic, physical education, music or any other one subject, but it results from all the child's school activities combined; it results from a multitude of habits, activities, conditions, and attitudes.

Supervisors cannot direct and coordinate these activities by each one pursuing independent lines of activity, because the child is not developed by parts but by unified growth. The aims of education are to develop the whole child.

Providing this unified and well-rounded school experience is the job of the supervisor and teacher. The local situation, community needs, and child's needs must be the basis for the supervisory program.

Here is an opportunity for economy in instruction. To see that habits of one subject transfer and function in the child's study activities in other subjects--see, for example, that the same type of good handwriting done in handwriting lessons is maintained in the child's handwriting in other situations. Opportunities of character education should be utilized in all subjects and activities. To see that this is done calls for careful study and planning in supervision.

## 12. Establishment of friendly relationship between supervisor and teacher

A friendly and kindly relationship between the teacher and supervisor is very necessary if the greatest benefits are to be derived from supervision. A democratic, sympathetic, and open-minded supervisor is appreciated by every teacher.

Since the growth of the child is most important, all supervision

must be promoted with the child foremost in the mind of teacher and supervisor.

The program of supervision will succeed only when the teacher is enthusiastic about it and supports it. She must share in its formation and making. This personal relationship between individuals should result in stimulation and inspiration of which the supervisor may or may not be conscious. Greater efforts, improved classroom work, better morale, a friendly relationship, and professional growth should result from teacher contacts with competent supervisors.

13. Maintaining a uniform and workable course of study (with teacher's and principal's suggestions)

If standards are set for the teacher, she has a definite goal in mind; she works toward that goal. If all teachers in a given system are working by the same outline, their students may be tested by a standardized examination which will keep all pupils and teachers alert and show them where they stand with other pupils.

There should be a definite course of study to follow, but it should be one that the teacher feels fits her needs or one from which she may deviate when necessary to meet the needs of her children and their community. Teachers may cooperate in forming a course of study through committee work.

14. Offering a clearly defined, definitely organized, and progressive program

A well-planned program of supervision has objectives set up, a means for arriving at the objectives, and checks or tests

by which the progress is measured. When the program is well defined, the supervisor has thought through the progressive situation, the needs, the strong points, plans, and activities directed toward the achievement of these objectives. Definite programs are a source of inspiration, and professional stimulation. They make for easier coordination for the teacher to give the superintendent, administrative officers, and other observers a definite idea of the work in progress. Such a plan placed in the hands of teachers or principals will promote a desire to attain the goals set forth.

15. Supplying the teachers with instructions as to the work to be done and suggested methods which may be used

Teachers appreciate suggested methods of approved techniques. These plans of suggestion are encouraging and welcome if the teacher feels free to deviate from them to develop her creative spirit. Yet the teacher should assume that she is being supervised and directed in a helpful way, and both she and the supervisor should approach this type of supervision with a democratic idea of cooperation. A well trained and well equipped supervisor will have positive and constructive plans and present them in a democratic way to the teacher. A cooperative teacher will do all in her power to carry out these plans in the way in which they will benefit her children most.

16. Putting into operation the standard practices determined upon

The best instructional policies can be worked out only through scientific experimentation. The ideal place for such

experiments is in the schoolroom where the problem occurs. Through supervisor-teacher projects, studies, and through other standardized resources, solutions to these problems are found. After worthwhile work has been done and worthwhile studies have been examined, these should be put into operation by the supervisor and teacher. New but standardized activities should be used in a modern world.

17. Keeping the teacher alert, alive, resourceful, researchful and providing her with motive

One of the best ways to keep alive is to keep in contact with people and work in the field of interest. No one can keep up with the times unless he goes to school occasionally and reads up-to-date literature in the educational world.

Scientific study and investigations give the teacher first hand information and keep her alive as to the changes taking place in education. Research clubs, teachers' meetings, and other plans of research are means of keeping the research spirit active. These activities are necessary in the supervisor's effort to apply scientific methods to the problems of teaching. Such findings may be simplified and put into bulletin form for classroom use and may prove an inspiration to the teacher.

18. Providing equal educational opportunities through supervision

Supervision must make a conscious endeavor to cause social and political influence to operate directly and immediately with such uniformity and with such discrimination as to produce an outward semblance of equality in

the distribution of educational facilities and opportunities.<sup>15</sup>

Equal educational opportunities should be supplied to all schools, all children of varying abilities and skills, all children of different social and economic classes, and all children of all communities--large or small. More opportunities are presented to visit and see conditions through proper supervision. Properly made records and reports can be studied and needs of communities and schools can be detected.

#### 19. Constructive supervision

This is a difficult principle to carry out--criticisms seem to be destructive. Yet a destruction of the undesirable may be brought about by substitution of the desirable. The two, construction and destruction, may be used simultaneously.

Destructive criticisms just tear down but substitute nothing in their place. A better supervision policy is to have something better to give when tearing down takes place. In this way, a better relationship between teacher and supervisor is built up. Teachers soon lose confidence in people who only tear down and who have no building up suggestions. It takes knowledge, experience, and study to give practical ways to build--anyone can tear down.

#### 20. Measuring the efficiency of supervision through self-analysis

A careful measure of the supervisory work by the super-

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<sup>15</sup> Edward C. Elliott, "A Constructive Study Applied to New York City," City School Supervision (New York: World Book Company, 1914). p. 2.

visor is necessary. Supervision should be submitted to the same kind of objective measurements that are applied to the work of teachers. Attaining skill should be one of the supervisor's goals.

One of our first aims in supervision is to make efficient teachers. To make teachers efficient, it is necessary that they receive the proper and correct type of supervision necessary. Therefore, self-analysis should be an aim or standard set by the supervisor. The supervisor should be able to measure her work in concrete forms at the end of the year. Then she can discover her defects, her strong points, and thereby improve her work.

She might furnish the administrator with material she is using--outlines of subject matter, methods, devices, techniques, other printed materials she has given to teachers for different purposes, and definite plans for supervision.

#### D. Statement of Problem

This study is an investigation of "Elementary Teachers' Attitudes toward Supervisory Practices in the Classroom." An attempt was made to see which forms of supervision are used in the classroom and which of these the teachers feel are most helpful. It was the aim of the writer to secure unbiased and true opinions from teachers in the field of service with varying years of experience, college training, and grades taught.

### E. Purpose of Study

The purpose of this study is:

1. To determine the helpfulness of the different supervisory techniques and devices used in the classroom.
2. To discover some of the qualities of supervisors most appreciated by teachers.
3. To determine the teachers' attitudes toward different types of classroom supervision.
4. To determine what forms of supervision have been the greatest aid in improving their teaching.
5. To secure from teachers their suggestions for improvement in supervision.
6. To see whether or not teachers with more experience or more college training welcome supervision as readily or more readily than those with less experience or less college training.

## CHAPTER II

### REVIEW OF RELATED STUDIES

In a survey on "Teachers' Attitudes Toward Supervision" by J. R. Shannon,<sup>16</sup> it was found that eighty-six per cent of teachers regarded supervision as helpful and welcome. Most of the remaining fourteen per cent regarded it as unhelpful but welcome. A very few teachers regarded it as unwelcome. No differences which were significant were revealed by teachers of various degrees of training and experience. The reasons given most frequently for favorable attitudes toward supervision were, "the supervisors gave constructive and helpful criticisms; that supervisors were kind and sympathetic, well informed and interested in children."<sup>17</sup>

Grace E. Bird<sup>18</sup> concluded in her study of "Teachers' Estimates of Supervisors" that

Five per cent of the interviewed teachers were in favor or approved of the supervisor's taking an active part in the regular recitation along with the teacher and the pupil.

Another adverse comment scored one supervisor for taking the class out of the teacher's hands, for insisting on much

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<sup>16</sup> J. R. Shannon, "Teachers' Attitudes Toward Supervision," Educational Method, 16:9-14, October, 1936.

<sup>17</sup> Ibid., p. 14

<sup>18</sup> Grace E. Bird, "Teachers' Estimates of Supervisors," School and Society, 5:717-20, June, 1917.



correction of papers, and for criticizing the lesson plans, offering nothing except drill test in arithmetic and examinations in grammar. The qualities most appreciated by teachers were helpful suggestions and meetings, also demonstration lessons offered by another more respected officer of supervision.

A study by Hart<sup>19</sup> revealed that supervisory visits followed by reports or conferences are desirable and helpful. The supervisor should stress the fact that his primary aim is to improve instruction rather than to visit classes or secure ratings and that the principal should give more earnest consideration to the improvement of teaching through supervision.

Selda Cook<sup>20</sup> found that the most desirable qualities for a supervisor to possess are: helpfulness, sympathy, executive ability, tact, pleasant manner, expert judgment, and broad mindedness. Teachers felt that the supervisor could help them more by giving constructive criticisms and demonstrations of model lessons. A greater number of teachers felt that supervision was helpful and they felt free to consult their supervisor on matters of improvement.

Barr and Reppen,<sup>21</sup> in attempting to obtain the attitude

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<sup>19</sup> Melvin C. Hart, "Supervision from the Standpoint of the Supervised," School Review, 37:537-40, September, 1929.

<sup>20</sup> Selda Cook, "Teachers' Ideas of Helpful Supervision," Educational Administration and Supervision, 9:554-57, December, 1923.

<sup>21</sup> A. S. Barr and N. O. Reppen, "The Attitude of Teachers Toward Supervision," The Journal of Experimental Education, 3:237-301, June, 1935.

of teachers toward supervision, found that teachers wanted more help with the problems of teaching, discipline, and provisions for individual differences. The general and special supervisors were credited with the most instances of both helpful and harmful supervision. They concluded that:

Somewhat less than half of the teachers could recall specific instances in which their work had actually at one time or another been hampered by poor supervision. Weak teachers who produced slightly more than their share of the instances of hampering supervision complained of fear of the supervisors, the lack of support in the handling of cases of discipline, and hampering administrative practices. Strong teachers complained more frequently of destructive and tactless criticism, interruptions of class work, failure to comment upon the work and indifference.

While teachers found much to criticize in the practice of supervision, they cited two and one-half times as many instances of helpful supervision as they did of objectionable supervision. They sought and secured helpful supervision with the problems of teaching, discipline, curriculum, routine administration, and individual differences. Seventy-five per cent of the instances in which teachers sought and secured helpful supervision fell into these five categories. Of the several types of supervisory activities they found classroom visitation and conference, demonstrations, visiting other teachers, teachers meetings, and professional reading most helpful. While differences were not great they found the experimental study of the problems of teaching, participation in curriculum construction, and supervisory bulletins, the least helpful.<sup>22</sup>

Fannie B. Hayes wrote in an article on supervision that, "in spite of earnest efforts to make it otherwise, supervision is in the opinion of many classroom teachers, undemocratic."<sup>23</sup> The child will suffer as long as this antagonistic attitude remains between the teacher and supervisor. Our task is to build

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<sup>22</sup> Ibid., p. 291-92.

<sup>23</sup> Fannie B. Hayes, "Supervision from the Point of View of the Teacher," School Review, 33:221, March, 1925.

a harmonious, cooperative, constructive school organization. To attain this goal some adjustment must be made by both teacher and supervisor.

What teachers want in supervision is well defined by  
Cornelia S. Adair:<sup>24</sup>

What teachers want--what we all want--most in supervision is leadership, human, constructive, inspiring. We want our leaders to be men and women of sterling character, possessed of penetrating discernment, boundless sympathy and an insatiable desire for the complete development of youth. We want them rich in experience and culture, open minded in training, clear-eyed in purpose, embodying in their personalities high ideals of work, lofty standards of achievement and a keen dissatisfaction with less than our best. Our desire for ourselves is that we may be worthy to be accepted as co-workers with these, our leaders, in the training and nurture of the children under our care.<sup>25</sup>

The individual conference, teachers' meeting, and supervisory bulletins are helpful devices as reported by Harriet Van Antwerp.<sup>26</sup> She found that more than three-fourths of the teachers had improved in service as a result of the supervisor's visits. The greatest changes were in techniques and methods of teaching. Many teachers reported teaching with more self-confidence and finding greater joy in teaching as a result of supervisory visitation.

Successful teachers now recognize the need of supervision. The inefficient teacher must be taught how to improve through

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<sup>24</sup> Cornelia S. Adair, "What Teachers Want in School Supervision," School and Society, 27:254-57, March, 1928.

<sup>25</sup> Ibid., 257.

<sup>26</sup> Harriet Van Antwerp, "Teachers' Evaluation of the Effectiveness of Supervisory Activities," Educational Method, 15:441-47, May, 1936.

supervision. In turn the supervisor cannot afford to overlook the teacher's point of view. Successful supervisory procedures demand a close coordination of all lines of responsibility in order that the best conditions for learning may be established.<sup>27</sup>

Morrison<sup>28</sup> found that teachers gained most help from principals through suggestions, inspiration, and cooperation gained in personal conference, discussion of direct problems of instruction in teachers' meetings, and help in the discipline and control of pupils. However, no suggestions were made by teachers that the principal had given help by teaching the class, or by arranging for demonstration lessons. Suggestions and criticisms received in personal conference, the supervisor teaching the class to demonstrate methods of presentation, and the supervisor's preparation of outline of work to be accomplished were the most valuable aids of the special supervisor.

Supervision of instruction is a problem of keen professional interest. It is recognized as a prime responsibility of superintendents, principals, and supervisors, but its exact meaning, its management, its techniques, and its measurement have proved elusive to all concerned. The development of the superintendency crowded out the supervisory duties. Certain phases of supervision were delegated to the general or special supervisor. At

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<sup>27</sup> Mable E. Simpson, "Supervisory Problems from the Teacher's Viewpoint," Educational Method, 9:392-97, April, 1930.

<sup>28</sup> J. Cayce Morrison, "Supervision from the Teacher's Viewpoint," Journal of Educational Method, 1:131-38, December, 1921.

the same time greater supervisory responsibilities were placed upon the elementary school principal. Hubbard<sup>29</sup> and Saunders<sup>30</sup> have each made a study of the principal as a supervisor.

Numerous other studies have been made and much literature has been written about teachers' attitudes toward supervision, but only a brief discussion of the problems closely related to the present topic has been given.

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<sup>29</sup> Frank W. Hubbard, "The Principal as a Supervisor," Journal of Educational Method, 8:496-99, June, 1929.

<sup>30</sup> M. Olga Saunders, "What the Teacher Wants from the Principal in His Capacity as Supervisor," School Review, 33:610-15, October, 1925.

## CHAPTER III

### PLAN OF INVESTIGATION

#### A. Collection of Data

Through Mr. E. E. Ramsey, Superintendent Morgan kindly consented to the distribution of the questionnaires in the Indianapolis schools. The questionnaires\* were sent to the superintendent's office from which they were sent to the teachers. After the questionnaires were answered they were collected and sent to the superintendent's office and then mailed to Mr. Ramsey.

#### B. Returns and Reliability of Data

The distribution of the teachers who answered the questionnaire is shown in Table I. A total of 570 teachers returned questionnaires with usable replies. The questionnaires were well distributed through the grades. In grades one and two, 182 teachers answered; grades three to five, 154 teachers; grades six to eight, 154 teachers. There were 54 special teachers and 26 not classified.

The teachers were also well distributed according to their college training: 155 had less than four years of college training; 223 had four years of college training; and 166 had

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\*The questionnaire may be found in the Appendix.

more than four years of college training. There were twenty-six questionnaires which were not classified, making a total of 570 returns. Teachers with varying degrees of experience were also represented in this survey.

The study includes seventy-five teachers who had one to four years of experience, fifty-nine who had five to ten years of experience, 146 teachers who had eleven to twenty years of experience, 183 who had more than twenty years of teaching experience, and twenty-six who were not classified.

According to this distribution the data are reliable. The questionnaires were distributed to teachers in different parts of Indianapolis which gave a good sampling. Therefore, the replies probably may be considered characteristic of conditions as they exist in almost any city of this size.

TABLE I  
DISTRIBUTION OF TEACHERS WHO ANSWERED QUESTIONNAIRE

	Y e a r s   o f   C o l l e g e   T r a i n i n g													
Grade	One to four years				Four years				More than four years					
	Years of experience				Years of experience				Years of experience				Total	
	1-4	5-10	11-20	21---	1-4	5-10	11-20	21---	1-4	5-10	11-20	21---		
One and two	21	16	26	20	6	8	36	21	2	2	15	9	182	
Three, four and five	10	8	19	14	7	6	30	23	0	6	20	11	154	
Six, seven and eight	0	0	5	7	16	5	16	29	8	4	34	30	154	
One to eight	0	0	3	6	5	0	11	4	0	4	12	9	54	
Total	31	24	53	47	34	19	93	77	10	16	81	59	544	
Group totals	155				223				166					
Not classified														26
Grand total														570



## CHAPTER IV

### ANALYSIS OF DATA

In Table II, the replies to the first fifteen questions are grouped according to the teacher's college training. Little difference is shown in the replies by teachers with various degrees of college training. One exception is shown by an instance in which teachers with less than four years of college training felt that the supervisor should not delay conference after a visit to study the teacher's work; teachers with four years of college training felt it an advantage to delay conference until the supervisor studied the teacher's work; teachers with more than four years of training were equally divided in their opinions.

TABLE II  
REPLIES TO QUESTIONS I-XV ACCORDING  
TO YEARS OF COLLEGE TRAINING

Question number*	Years of College Training											
	One to four			Four			More than four			Total		
	Yes	No	Not ans'd	Yes	No	Not ans'd	Yes	No	Not ans'd	Yes	No	Not ans'd
1	8	144	3	8	215	0	4	160	2	20	519	5
2	132	14	9	184	33	6	140	21	5	456	68	20
3	32	115	8	55	161	7	41	115	10	128	391	25
4	89	54	12	120	87	16	94	59	13	303	200	41
5	2	150	3	5	214	4	4	156	6	11	520	13
6	3	150	2	5	216	2	1	165	0	9	531	4
7	111	37	7	174	45	4	143	18	5	428	100	16
8	24	128	3	42	177	4	41	119	6	107	424	13
9	63	86	6	114	103	6	78	78	10	255	267	22
10	151	4	0	211	8	4	162	4	0	524	16	4
11	100	39	16	141	71	11	95	66	5	336	176	32
12	96	49	10	135	80	8	109	51	6	340	180	24
13	133	19	3	207	12	4	156	7	3	496	38	10
14	125	22	8	169	47	7	129	32	5	423	101	20
15	75	72	8	98	120	5	75	83	8	248	275	21

\*Questionnaire may be found in the Appendix

In Table III, teachers' replies to the first fifteen questions are arranged according to years of teaching experience. Of the teachers replying, seventy-five had one to four years of teaching experience, fifty-nine had five to ten years of experience; 227 had eleven to twenty years of experience; and 183 teachers had more than twenty years of teaching experience. Similar to the first tables, there is no significant difference between the replies of teachers with varying degrees of experience. Many teachers' replies were placed in the not answered column because their replies were not definite. Many made the comment that it would be desirable to check the item both ways under favorable conditions.

TABLE III  
REPLIES TO QUESTIONS I-XV ACCORDING TO YEARS  
OF EXPERIENCE

Question number*	Years of Teaching Experience											
	1 - 4			5 - 10			11 - 20			21----		
	Yes	No	Not ans'd	Yes	No	Not ans'd	Yes	No	Not ans'd	Yes	No	Not ans'd
1	5	68	2	3	55	1	9	216	2	3	180	0
2	67	6	2	54	3	2	189	27	11	146	32	5
3	19	50	6	15	44	0	53	162	12	41	135	7
4	31	35	9	34	23	2	133	79	15	105	63	15
5	2	73	0	1	57	1	5	214	8	3	176	4
6	3	71	1	1	58	0	2	224	1	3	178	2
7	58	15	2	52	7	0	177	43	7	141	35	7
8	2	68	1	5	54	0	39	181	7	57	121	5
9	34	37	4	23	35	1	92	114	11	96	81	6
10	71	2	2	59	0	0	223	3	1	171	11	1
11	57	10	8	46	11	2	112	81	14	101	74	8
12	60	12	3	39	17	3	141	77	9	100	74	9
13	62	11	2	50	6	3	216	7	4	168	14	1
14	61	12	2	47	9	3	179	40	9	137	40	6
15	30	41	4	21	37	1	101	116	10	92	85	7

\*Questionnaire may be found in the Appendix

In Table IV, the replies of teachers to the first fifteen questions are arranged according to the grades the teachers taught. There were 182 grade one and two teachers; in grades three to five, there were 154 teachers; and 154 teachers in grades six to eight.

Little difference is shown in the replies of teachers according to grade divisions. Similar to Tables II and III teachers were divided in their opinions as to whether or not the supervisor should take part in the class recitation. There were as many teachers who felt the supervisor could aid them more by delaying conference with the teacher until she studied their work as there were who felt the conference should be held immediately. A little more than half of the teachers thought that adverse criticisms are also helpful.

Table V shows the replies of teachers who were special subject teachers or taught more grades than could be classified in any one group. There were fifty-four teachers whose replies are classified in this group. Table V also contains replies of teachers who did not fill in the first part of the questionnaire. Replies of twenty-six teachers which were not classified were placed in this group.

With one exception, the replies of the teachers in this Table are practically the same as those in Table IV. The teachers who are not classified prefer that their supervisor give a general rating, while the special teachers like the supervisor to evaluate the quality and worth of each element of their work.

TABLE IV  
REPLIES TO QUESTIONS I-XV ACCORDING  
TO GRADES

Question number*	G R A D E								
	1 - 2			3 - 4 - 5			6 - 7 - 8		
	Yes	No	Not ans'd	Yes Y	No	Not ans'd	Yes	No	Not ans'd
1	8	174	0	6	145	3	6	148	0
2	151	25	6	125	18	11	134	17	3
3	38	137	7	30	117	7	48	100	6
4	102	64	16	98	44	12	74	70	10
5	2	177	3	6	142	6	2	148	4
6	5	175	2	2	152	0	2	150	2
7	139	36	7	128	24	2	124	26	4
8	34	144	4	24	127	3	39	109	6
9	88	85	9	66	84	4	80	66	8
10	171	9	2	153	1	0	147	5	2
11	110	60	12	95	49	10	95	51	8
12	105	65	12	98	49	7	105	44	8
13	161	17	4	140	12	2	144	8	2
14	136	40	6	123	22	9	121	29	4
15	83	91	8	74	75	5	60	88	6

\*Questionnaire may be found in the Appendix

TABLE V  
 REPLIES TO QUESTIONS I-XV NOT CLASSIFIED  
 AND SPECIAL TEACHERS

Question number*	Not Classified			Special		
	Yes	No	Not ans'd	Yes	No	Not ans'd
1	1	24	1	0	52	2
2	20	3	3	46	8	0
3	3	19	4	12	37	5
4	12	9	5	29	22	3
5	0	25	1	1	53	0
6	1	24	1	0	54	0
7	16	5	5	37	14	3
8	6	17	3	10	44	0
9	12	9	5	21	32	1
10	24	0	2	53	1	0
11	18	4	4	36	16	2
12	8	12	6	32	22	0
13	23	2	1	51	2	1
14	19	3	4	43	10	1
15	10	12	4	27	25	2

\*Questionnaire may be found in the Appendix,  
 pp. 68-69.

The total replies of all teachers for the first fifteen questions are compiled in Table VI. This table contains the opinions of 570 teachers. In questions one, two, five, six, ten and thirteen, the teachers were decidedly for or against those practices of the supervisor. The teachers were nearly divided in their opinions as to which was the most desirable in questions nine and fifteen.



TABLE VI  
TOTAL REPLIES FOR ALL TEACHERS  
TO QUESTIONS I-XV\*

Question	Yes	No	Not ans'd
1. Do you think the supervisor should organize in detail materials and procedures for each project for the teacher?	21	543	6
2. Do you think the supervisor should show you how to make sufficient progress in order to meet accepted standards?	477	70	23
3. Do you think the supervisor could better improve teaching by making a careful analysis of the teacher's lesson plan and making suggestions before making a visit?	131	410	29
4. Do you think the supervisor should take part in the class recitation?	315	209	46
5. Do you think the supervisor should require the teacher to make special preparations for a visit?	11	545	14
6. Do you think the supervisor should correct the teacher before the class?	10	555	5
7. Do you think the supervisor can better suggest improvements to a teacher by making several consecutive visits to her class?	444	105	21
8. Do you feel that supervision should be limited to the weak and beginning teachers?	113	441	16
9. Do you think the supervisor should delay conference with the teacher until she makes a detailed study of the teacher's work?	267	276	27

TABLE VI (continued)  
TOTAL REPLIES FOR ALL TEACHERS  
TO QUESTIONS I-XV\*

Question	Yes	No	Not ans'd
10. Do you like your supervisor to show you how to remedy defects in teaching by demonstrating and explaining approved techniques?	548	16	6
11. Do you like your supervisor to show you where to place emphasis on each subject?	354	180	36
12. Do you like your supervisor to evaluate the quality and worth of each element of your work rather than to give you a general rating?	348	192	30
13. Do you like your supervisor to place greater responsibility upon the teacher by allowing her more freedom?	519	41	10
14. Do you like your supervisor to set attainable goals?	442	104	24
15. Do you like your supervisor to make only constructive criticisms on your work?	254	291	25

\*The figures here do not agree with the totals in Table II because this table contains the twenty-six teachers who were not classified.

In Tables VII to XV are the replies of teachers to questions one, two, three, four, five, seven, eight, nine, and ten in part two of the questionnaire. Each table is arranged for the comparison of opinions according to years of college training and years of teaching experience.

No significant difference is shown in the replies of teachers according to their years of experience and college training. Most teachers' answers indicated a preference for a visit once each month by the supervisor. However, the second largest number of teachers felt a visit once each term most desirable. Fifty-two per cent of the teachers felt the supervisor should come unannounced.

When visiting, the supervisor should arrive before class starts and remain the complete class period.

Many teachers stated that the principal was the most helpful for general supervision but that the special supervisor was most helpful in supervision of special subjects. All but five of the teachers who checked one of the three items felt that supervision had aided them in their work. Seventy-eight per cent of this number stated that supervision had aided them very much to improve their teaching.

It does not disturb most teachers for the supervisor to talk out during the class recitation; some are disturbed very little, and few are disturbed very much. In question four of part one of the questionnaire, the majority of teachers think the supervisor should take part in the class recitation. Many

stated that it was especially desirable when the supervisor had a valuable contribution to the lesson. In question six, all but ten teachers said the supervisor should not correct the teacher before the class. More teachers are disturbed by the supervisor taking notes during the class recitation. It disturbs thirty-five per cent of the teachers very little for the supervisor to take notes, thirty-three per cent are disturbed very much, and twenty-eight per cent are not disturbed.

Eighty-six per cent of teachers who answered the questionnaire feel free to consult their supervisor on matters of improvement.

TABLE VII  
DESIRABLE NUMBER OF SUPERVISORY VISITS

How often do you feel the supervisor should visit?	Years of College Training				Years of Experience				
	Less than four	Four	More than four	Total	1-4	5-10	11-20	21--	Total
Each week	16	19	24	59	6	7	25	21	59
Every two weeks	12	22	20	54	8	10	15	21	54
Each month	63	92	57	212	41	28	81	62	212
Once a term	29	40	24	93	11	10	50	22	93
Not answered	35	50	41	126	9	4	56	57	126

TABLE VIII  
MOST DESIRABLE TYPE OF VISIT

Check the type of visit you feel most desirable:	Years of College Training				Years of Experience				
	Less than four	Four	More than four	Total	1-4	5-10	11-20	21---	Total
Teacher invites super- visor to visit	15	27	17	59	9	10	28	12	59
Supervisor announces time of visit	15	29	15	59	7	11	28	13	59
Supervisor asks for visiting date	16	41	11	68	12	4	40	12	68
Supervisor comes unannounced	83	98	104	285	34	27	95	129	285
Not answered	26	28	19	73	13	7	36	17	73

TABLE IX  
BEST TIME FOR SUPERVISOR TO ENTER ROOM

Check the time you consider best for the supervisor to enter your room:	Years of College Training				Years of Experience				
	Less than four	Four	More than four	Total	1-4	5-10	11-20	21----	Total
Before class starts	95	129	94	318	37	40	134	107	318
After class starts	47	69	56	172	32	16	66	58	172
Not answered	13	25	16	54	6	3	27	18	54

TABLE X  
LENGTH OF TIME SUPERVISOR SHOULD STAY

Check the length of time you think best for the supervisor to stay:	Years of College Training				Years of Experience				
	Less than four	Four	More than four	Total	1-4	5-10	11-20	21---	Total
Remain the complete class period	110	160	122	392	58	47	161	126	392
Remain a short time	30	41	26	97	10	10	42	35	97
Not answered	15	22	18	55	7	2	24	22	55



TABLE XI  
TYPE OF SUPERVISION MOST HELPFUL TO TEACHERS

Check the one most helpful to you:	Years of College Training				Years of Experience				
	Less than four	Four	More than four	Total	1-4	5-10	11-20	21---	Total
Supervision by special supervisor	28	63	42	133	20	16	55	42	133
Supervision by your principal	94	130	100	324	43	33	138	110	324
Not answered	33	30	24	87	12	10	34	31	87

TABLE XII  
HELPFULNESS OF SUPERVISION

How much has supervision aided you to improve your teaching?	Years of College Training				Years of Experience				
	Less than four	Four	More than four	Total	1-4	5-10	11-20	21---	Total
None at all	2	2	1	5	0	0	2	3	5
Very little	13	33	35	81	8	11	42	20	81
Very much	125	173	118	416	66	47	164	139	416
Not answered	15	15	12	42	1	1	19	21	42

TABLE XIII

HOW MUCH TEACHERS ARE DISTURBED BY THE  
SUPERVISOR TALKING OUT

How much does it disturb you for the supervisor to talk out during the class recitation?	Years of College Training				Years of Experience				
	Less than four	Four	More than four	Total	1-4	5-10	11-20	21---	Total
None at all	60	100	79	239	27	22	108	82	239
Very little	66	83	58	207	32	24	79	72	207
Very much	24	33	22	79	15	12	29	23	79
Not answered	5	7	7	19	1	1	11	6	19

TABLE XIV

HOW MUCH TEACHERS ARE DISTURBED BY THE  
SUPERVISOR TAKING NOTES

How much does it disturb you for the supervisor to take notes during the class recitation?	Years of College Training				Years of Experience				
	Less than four	Four	More than four	Total	1-4	5-10	11-20	21---	Total
None at all	32	66	54	152	28	18	62	44	152
Very little	59	77	58	194	30	18	78	68	194
Very much	58	74	50	182	16	23	80	63	182
Not answered	6	6	4	16	1	0	7	8	16

TABLE XV

## HOW FREE TEACHERS FEEL TO CONSULT THE SUPERVISOR

How free do you feel to consult your super- visor on matters of improvement?	Years of College Training				Years of Experience				
	Less than four	Four	More than four	Total	1-4	5-10	11-20	21---	Total
None at all	1	5	1	7	0	0	4	3	7
Very little	9	25	11	45	11	4	19	11	45
Very much	137	185	147	469	63	53	198	155	469
Not answered	8	8	7	23	1	2	6	14	23

Listed in rank order in Table XVI are desirable qualities which teachers think a successful supervisor should possess.

In Table XVII, teachers' comments and suggestions for improvement of supervision are listed in rank order.

Table XVIII contains in rank order the opinions of teachers as to what form of supervision has been the greatest aid in improving their teaching. Many teachers made more than one suggestion.

In Table XVI teachers ranked the following as the four most desirable traits a successful supervisor should possess: tact, sympathy, understanding of teacher's problem, and fairness. It is important to note that the majority of items listed are personality traits.

In Table XVII teachers' suggestions for the improvement of supervision are ranked according to frequency. Teachers consider demonstrations by the supervisor most helpful. Secondly, teachers want more conferences with definite suggestions for their problems.

Teachers' opinions of the most helpful type of supervision are ranked in Table XVIII. It is important to note that three of the first four comments relate to demonstration teaching.

A large number of teachers were interested in the study and wrote extra comments explaining their attitude toward supervision and how it may be improved. Many teachers were satisfied with the type of supervision they had been receiving and explained how it had helped them to grow. Some of the teachers were dissatisfied with the supervision they had received and gave reasons why and how it could be improved. The following are some of the more interesting comments made by teachers:

1. Supervisors can inspire teachers to exercise their maximum powers through and after probationary period by:
  - a. Personal encouragement
  - b. Giving them a vote of confidence
  - c. Expressions of appreciation

- d. Loyal support when needed
- e. Providing opportunities for professional growth along lines of teacher's special aptitudes and abilities

2. In order to lift teaching to a professional basis, teachers should be stimulated toward initiative, experimentation, and personal development. Too often the needs of a given classroom are forced to become secondary to superimposed needs of the supervisor.

3. The supervisor should visit as often as it is necessary to improve a teacher's work.

4. I prefer supervision by my principal because he knows the situation better.

5. The supervisor should never be a disturbing factor in the classroom.

6. In most cases, goals should be set up by teacher and supervisor.

7. Often it is best for the supervisor to enter the room before class starts; many times the trend the lesson takes is decided by what happens at the beginning of the class.

8. If the supervisor is of a fine type, she is welcome any hour of the school day.

9. I like the supervisor to take part in the class recitation when she has something worthwhile to contribute.

10. Supervision should be close to child-life with its limitations. A supervisor too long away from actual teaching may be conscious of only adult standards.



11. The confidence I have felt placed in me has caused me to spend much time and effort which could never have been forced.

12. Supervision must develop and encourage on part of teachers, self-reliance, initiative, intelligent independence, and successful assumption of responsibility.

13. I had little supervision personally; like Topsy, "I just grewed."

14. Even adverse criticisms should be constructive.

15. To me, the greatest quality, desirable trait or what you wish to call it, of any supervisor, regardless of subject, is square dealing.

16. My supervisors have always been friendly, helpful, sympathetic, and understanding. I have always been very glad to see them come and have invited them often when I have special work I wanted them to see or hear or when I wanted their opinion or advice.

17. I have been helped most with direct criticisms as to tangible faults I have not been able to analyze in myself.

TABLE XVI  
TEACHERS' RANKING OF DESIRABLE  
SUPERVISORY TRAITS

Desirable Traits	Number of times suggested	Rank order
Tact	165	1
Sympathy	163	2
Understanding of teacher's problem	128	3
Fairness	113	4
Helpfulness	96	5
Kindness	84	6
Pleasing personality	80	7
Broadmindedness	71	8
Sincerity	69	9
Reasonableness	67	10
Knowledge of subject	60	11
Understanding of pupil's problems	52	12
Honesty	49	13
Friendliness	48	14
Experienced teacher	42	15
Ability	41	16
Sense of humor	40	17
Impartiality	39	18.5
Patience	39	18.5
Constructive criticisms	34	20.5
Poise	34	20.5
Cooperativeness	30	22.5
Tolerance	30	22.5
Broad scholarship	27	24.5
Professional attitude	27	24.5
Definiteness	26	26.5
Encouragement	26	26.5
Progressiveness	25	28
Efficiency	24	29.5
Humanism	24	29.5
Cheerfulness	23	31
Appreciation of teacher's effort	22	32.5

TABLE XVI (continued)  
TEACHERS' RANKING OF DESIRABLE  
SUPERVISORY TRAITS

Desirable Traits	Number of times suggested	Rank order
Professional knowledge	22	32.5
Observance	20	34
Interest	19	35
Ability to demonstrate	18	36.5
Leadership	18	36.5
Administrative ability	17	38
Democratic attitude	16	39
Appearance	15	41
Enthusiasm	15	41
Initiative	15	41
Confidence	14	43.5
Resourcefulness	14	43.5
Insight	12	45
Common sense	10	46

TABLE XVII  
COMMENTS AND SUGGESTIONS FOR IMPROVEMENT  
OF SUPERVISION

Comment	No. of times the comment was made	Rank order
Supervisor demonstrate more model lessons	76	1
More visits and conferences with definite suggestions for teacher's problems	53	2
Constructive criticisms followed by suggestions and demonstrations	36	3
Supervisor teach and observe an entire unit of work	27	4
Supervisor who understands the pupils and their problems	25	5
New ideas and materials brought in by supervisor	20	6.5
Supervisors select good samples of work for observation	20	6.5
More praise and encouragement	16	8
Supervisor less dominating and more appreciative of teacher's efforts	15	9
Group discussions following a demonstration	14	11
Offer the teacher definite methods of presentation	14	11
Suggest good reference materials	14	11
District supervision under a unified plan	12	13.5

TABLE XVII (continued)  
COMMENTS AND SUGGESTIONS FOR IMPROVEMENT  
OF SUPERVISION

Comment	No. of times the comment was made	Rank order
More supervision by the principal	12	13.5
All supervisors cooperate	11	15
Supervisor have confidence in teacher and a sympathetic understanding of her problems	10	16
Teacher invite supervisor	8	17
Less routine and mechanical work	6	20
More careful selection of teachers	6	20
More supervision for inexperienced teachers	6	20
Not too severe criticisms	6	20
Occasional short conference to discuss teacher's rating	6	20
Supervisor illustrate to teacher how to plan her work	5	23
Give the teacher a few definite items to improve each time	4	24.5
More professional magazines in the library	4	24.5

TABLE XVIII  
TEACHERS' OPINIONS OF THE MOST HELPFUL  
TYPE OF SUPERVISION

Comment	No. of times the comment was made	Rank order
Teachers visit and observe classes under expert teachers	99	1
Consultation with supervisor after visit to discuss lesson and explain approved techniques	97	2
Demonstration by supervisor in special subjects	96	3
Suggestions and demonstrations by principal	65	4
Definite suggestions on how to improve and allow teacher freedom to do it	29	5
Supervisor show teacher new methods and where to place emphasis	28	6
Praise, encouragement, and inspiration	25	7
Critic teacher	22	8
Supervision by special supervisor	20	9
Informal conference with supervisor allowing teacher to present her view	17	10
Constructive supervision	13	11
Definite aids from supervisor which she has experienced	10	12
General meetings	7	13.5

TABLE XVIII (continued)

TEACHERS' OPINIONS OF THE MOST HELPFUL  
TYPE OF SUPERVISION

Comment	No. of times the comment was made	Rank order
Short informal visit	7	13.5
Visit to supervisor's office	6	15
Regular scheduled visits followed by conferences	5	16
Professional reading suggestions	4	17
Unannounced visits	3	18
Teacher invite supervisor	2	19.5
Supervisor give teacher notes on visit	2	19.5

## CHAPTER V

### A. SUMMARY

1. Teachers like the supervisor to place greater responsibility upon them by allowing more freedom to organize materials and procedures for their work. However, they feel the supervisor should show them where to place emphasis on each subject and how to make sufficient progress in order to meet accepted standards.

2. Of the 570 teachers, 410 stated that they did not think the supervisor could improve teaching by making a careful study of the teacher's lesson and suggesting improvements before making a visit. It may be noted that the teachers were consistent in their reasoning in that a large majority did not think the supervisor should require the teacher to make special preparations for a visit.

3. It is interesting to note that teachers think it desirable for the supervisor to take part in the class recitation especially when the supervisor has a valuable contribution. Of the teachers responding, 555 said the supervisor should not correct the teacher before the class.

4. Almost all teachers agree that the supervisor could better suggest improvements to the teacher by making more consecutive visits to her class.

5. Even the more experienced teachers favored supervision and found it helpful. The majority felt that supervision



should not be limited to the weak and beginning teachers but they should have more than the experienced teachers.

6. Not many more than half of the teachers favored the supervisor's delaying conference with the teacher until she studied her work.

7. Teachers like their supervisors to: show how to remedy defects in teaching by demonstrating and explaining approved techniques; evaluate the quality and worth of each element of their work rather than to give a general rating; and set attainable goals.

8. When asked if they liked their supervisor to make only constructive criticisms on their work, 291 replied negatively and 254 replied affirmatively.

The following is a summary of replies teachers made to questions in part of the questionnaire:

9. How often do you feel the supervisor should visit? Each month, 212. Once a term, 93. Each week, 59. Every two weeks, 54.

10. Check the type of visit you feel most desirable: Supervisor comes unannounced, 285. Supervisor asks for visiting date, 68. Teacher invites supervisor to visit, 59. Supervisor announced time of visit, 59.

11. Check the time you consider best for the supervisor to enter your room: Before class starts, 318. After class starts, 172.

12. Check the length of time you think best for the super-

visor to stay: Remain the complete class period, 392. Remain a short time, 97.

13. Check the one most helpful to you: Supervision by your principal, 324. Supervision by special supervisor, 133.

14. How much has supervision aided you to improve your teaching? Very much, 416. Very little, 81. None at all, 5.

15. How much does it disturb you for the supervisor to talk out during the class recitation? None at all, 239. Very little, 207. Very much, 79.

16. How much does it disturb you for the supervisor to take notes during the class recitation? Very little, 194. Very much, 182. None at all, 152.

17. How free do you feel to consult your supervisor on matters of improvement? Very much, 469. Very little, 45. None at all, 7.

18. The five most desirable qualities teachers think a successful supervisor should possess are: tact, sympathy, understanding teacher's problem, fairness, and helpfulness.

19. Approximately half of the 570 teachers wrote in their own words usable suggestions for the improvement of supervision. The following are the three most frequently made suggestions:

- a. Supervisor demonstrate more model lessons.
- b. More visits and conferences with definite suggestions for teachers' problems.
- c. Constructive criticisms followed by suggestions and demonstrations.

20. Statements explaining what form of supervision has

been the greatest aid in improving their teaching were not as numerous as for other questions. The most frequent comments were: visiting and observing classes under expert teachers, consultation with supervisor after visit to discuss lesson and explain approved techniques, and demonstration by supervisor in special subjects.

## B. CONCLUSIONS

1. More supervisory visits followed by conferences in which the supervisor explains approved techniques and gives suggestions for improvement are desired by teachers.

2. The principal should so arrange his daily schedule so that he might devote more time to the improvement of teaching through supervision.

3. More demonstrations of model lessons by special supervisors are desirable and helpful.

4. The supervisor should impress the teacher with the fact that his primary aim is to improve teaching not to secure ratings.

5. Teachers should be given an opportunity to visit and observe classes under expert teachers.

6. A successful supervisor will be tactful, sympathetic, understanding, and fair in all her dealings with teachers.

7. The replies to question seven, in part two, are of considerable significance. The fact that 416 of 570 teachers replying felt that supervision had aided them very much to im-

prove their teaching gives us great encouragement as to the future of the supervisory program.

## APPENDIX

## VI. BIBLIOGRAPHY

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## VI. QUESTIONNAIRE

Dear Teacher:

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Will you please cooperate in making this study in supervision? In Part I, read the questions carefully and check "yes" or "no" according to what you think best in the improvement of the teaching act. In Part II, check or fill in the items which you feel are the most important. Also please fill in the grade you teach, years of college training, and the years of teaching experience you have had.

Grade taught \_\_\_\_\_; Years of college training \_\_\_\_\_; Years of teaching experience \_\_\_\_\_.

### Part I

	<u>Yes</u>	<u>No</u>
1. Do you think the supervisor should organize in detail materials and procedures for each project for the teacher?	___	___
2. Do you think the supervisor should show you how to make sufficient progress in order to meet accepted standards?	___	___
3. Do you think the supervisor could better improve teaching by making a careful analysis of the teacher's lesson plan and making suggestions before making a visit?	___	___
4. Do you think the supervisor should take part in the class recitation?	___	___
5. Do you think the supervisor should require the teacher to make special preparations for a visit?	___	___
6. Do you think the supervisor should correct the teacher before the class?	___	___
7. Do you think the supervisor can better suggest improvements to a teacher by making several consecutive visits to her class?	___	___
8. Do you feel that supervision should be limited to the weak and beginning teachers?	___	___
9. Do you think the supervisor should delay conference with the teacher until she makes a detailed study of the teacher's work?	___	___
10. Do you like your supervisor to show you how to remedy defects in teaching by demonstrating and explaining approved techniques?	___	___
11. Do you like your supervisor to show you where to place emphasis on each subject?	___	___
12. Do you like your supervisor to evaluate the quality and worth of each element of your work rather than to give you a general rating?	___	___
13. Do you like your supervisor to place greater responsibility upon the teacher by allowing her more freedom?	___	___

14. Do you like your supervisor to set attainable goals? Yes No  
\_\_\_\_
15. Do you like your supervisor to make only constructive criticisms on your work? \_\_\_\_

## Part II

1. How often do you feel a supervisor should visit?  
Each week \_\_\_\_; Every two weeks \_\_\_\_; Each month \_\_\_\_;  
Or one time each term \_\_\_\_.
2. Check the type of visit you feel most desirable: INDIANA STATE  
T.C. LIBRARY  
Teacher invites supervisor to visit \_\_\_\_.  
Supervisor announces time of visit \_\_\_\_.  
Supervisor asks for visiting date \_\_\_\_.  
Supervisor comes unannounced \_\_\_\_.
3. Check the time you consider best for the supervisor to enter your room:  
Before class starts \_\_\_\_.  
After class starts \_\_\_\_.
4. Check the length of time you think best for the supervisor to stay:  
Remain the complete class period \_\_\_\_.  
Remain a short time \_\_\_\_.
5. Check the one most helpful to you:  
Supervision by special supervisor \_\_\_\_.  
Supervision by your principal \_\_\_\_.
6. List five of the most desirable qualities you think a successful supervisor should possess: \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.
- |   | None at<br>all          | Very<br>little | Very<br>much |
|---|-------------------------|----------------|--------------|
| 7. How much has supervision aided you to improve your teaching?                               | _____                   | _____          | _____        |
| 8. How much does it disturb you for the supervisor to talk out during the class recitation?   | _____                   | _____          | _____        |
| 9. How much does it disturb you for the supervisor to take notes during the class recitation? | _____                   | _____          | _____        |
| 10. How free do you feel to consult your supervisor on matters of improvement?                | _____                   | _____          | _____        |
| 11. Comments or suggestions for improvement of supervision:                                   | _____<br>_____<br>_____ |                |              |
| 12. What form of supervision has been the greatest aid in improving your teaching?            | _____<br>_____<br>_____ |                |              |