

AN INVESTIGATION OF TEACHER ATTITUDES TOWARD SUPERVISION

by

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Number 556

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CHAPTER I

INTRODUCTION

I. General Statement

Numerous surveys of supervision of instruction have been made, but for obvious reasons little attention is given in them to teachers' attitudes. One of the oldest psychological principles is that the rate of learning is directly affected by mental attitude. These attitudes affect the quality of instruction, the adjustment of the teacher to new methods and techniques, and the happiness of the teacher in her work. Certainly, they should be considered when a program of supervision is being planned for a school system.

II. The Problem

The purpose of this investigation was to collect, organize, and present materials bearing on the attitudes of high-school teachers toward supervision. Some consideration will be given to periodical literature. Experience of the teachers will be considered only as a means of evaluating the material.

III. Importance of the Problem

Most teachers and administrators are agreed that the ultimate aim of our public schools is to obtain the maximum

development of the child during his school years. Factors which affect this development are: adequate buildings and grounds, healthful study and play conditions, a reasonable amount of books and other teaching aids, classroom instructors, supervision, and administration.

It cannot be assumed that all college graduates will be competent teachers when they step from college into the classroom. Neither can it be assumed that teachers who have had long years of teaching experience will not develop bad habits in their teaching.

Need of in service training. The educational system is built on the assumption that teachers in service need training. The limited amount of practice teaching provided in colleges, appointment for a probationary period, salary schedules providing increased pay for training and experience----all indicate that the teacher is not fully equipped for the profession when appointed, that he is expected to continue his preparation, and that the salary increment is intended to encourage this training.

Four years of college training is too limited a time for a student to master the subject matter, and the amount of practice teaching is too short for the student to master the art of teaching. Regardless of how well the student masters the theory of education, the full significance of the principles of education and teaching can be realized only as the art and science of teaching is practiced in the classroom.

Any inexperienced or experienced teacher is employed in a system for a probationary period of one or two years. The probationary period implies the need of training and adjustment to the new school. The minimum salary is intended as a living wage for the beginning teacher while the training and adjustment are going on.

Opportunity for self improvement. The many opportunities offered teachers for self improvement are convincing evidence of the wide spread recognition of the need for improvement. In addition to summer school, extension courses, association meetings, lectures, travel, and work experience, there is a wealth of reading material that can be used for teacher improvement. New books are appearing on the market every year, sometimes used as college texts and reference books, that provide the teacher new material for forming opinions concerning problems of instruction. A wealth of material is published by the departments of the National Education Association, the United States Office of Education, and the State Departments of Education. The Department of Superintendence Eighth Yearbook, which was published in 1930, is devoted entirely to supervision. It would seem that the number of articles which set forth the needs, values, methods, and attitudes of superintendents, principals, and supervisors toward teacher improvement is unlimited.

Studies of attitudes. But when a study of articles on teacher attitudes is attempted, the material to be found is limited. A very interesting and valuable research was completed

in the Michigan public schools and published under the caption, "Supervision from the Standpoint of the Supervised."¹ This was a questionnaire study made in the larger schools regarding teachers' attitudes. The conclusions of this study were:

1. Not much visitation was being done.
2. Visitations should be followed by reports or conferences.
3. The supervisor should work solely to improve instruction.
4. The teacher should have a true administrative reaction to his work.
5. The principal is the logical supervisor, but is not interested.

A similar study of the larger high schools in Indiana, Wisconsin, and Minnesota was completed by Barr and Reppen² in 1935 with similar results. "Teacher Attitudes Toward Supervision"³ was published by J. R. Shannon in 1936. This research was completed in summer school classes for teachers enrolled in Indiana State Teachers' College, and the results were the same as those of the previous studies. In 1940

¹ Melvin C. Hart, "Supervision from the Standpoint of the Supervised," The School Review, 37: 537-540, September, 1929:

² A. S. Barr and N. O. Reppen, "Attitude of Teachers toward Supervision," Journal of Experimental Education, 3: 237-301, June, 1935.

³ J. R. Shannon, "Teacher Attitudes toward Supervision," Journal of Educational Method, 16: 9-14, October, 1936.

J.M.Hughes⁴ completed a survey on teacher attitudes at Northwestern University which verified the findings of M. C. Hart. These papers are among the best that have been published on teacher attitudes.

Attitudes and work. It is agreed that the attitude a person has toward his work and toward the person who makes suggestions concerning his work will determine the quality of work accomplished. In this respect, the teacher is not different from any other person.

The relationship between teacher and supervisor may involve many problems of adjustment and learning on the part of both. These adjustments will come about when there is a wholesome attitude between the teacher and supervisor. If this sympathetic attitude is not maintained, the teacher loses his zeal and enthusiasm. Drive and success diminish at the expense of the education of the children. An unwholesome attitude of the teacher toward supervisory relationship may affect the administration of the school and may produce conditions that make the teacher unhappy. When teachers are forced to work under these conditions, their state of mind will not permit the highest quality of work in the schoolroom.

IV. Procedure of the Survey

The present survey, which is limited almost solely to teacher attitudes, took special precautions to assure the teachers who co-operated that their answers would be treated

⁴ J. M. Hughes, "The Attitudes and Preferences of Teachers and Administrators for School Supervision," Elementary School Journal, 40: 82-83, October, 1939.

confidentially. Not even the names or addresses of the teachers were sought, so that the teachers could fear no kind of check of their responses.

Teachers in Indiana high schools which employed ten or more teachers were selected and questionnaires mailed to them in the spring of 1947. It was decided to select this size school because H. H. Heible⁵ concluded that the best supervision could be done in a school of not less than two hundred nor more than one thousand pupils. Supervision was defined in the questionnaire as being "an effort to improve teaching;" and "the more common supervisory relations" were indicated as being "classroom visits, personal conferences, teachers' meetings, bulletins, demonstration lessons, professional reading material, sources of teaching aids, or various rating scales to help improve teachers." "Child-centered supervision" was defined as supervision that has as its aim, the maximum development of the child's capacities and personality. "Subject-centered supervision" was defined as supervision that has as its aim, the improvement of the norms of achievement of subject matter. Since no directory had been published by April 1, 1947, it was necessary to get the names of the class-room teachers from the files in the office of the State Superintendent of Public Instruction.

⁵ Herbert H. Heible, "Obstacles to Supervision and Means of Overcoming Them," *The Nations Schools*, Vol. 1V, No. 4, 37-41, October, 1929.

CHAPTER II

ANALYSIS OF THE RETURNED QUESTIONNAIRES

Geographic distribution. Since the teachers were not asked to give their addresses, there is no positive way of making an accurate compilation of the returns according to their geographic distribution. Furthermore, the teachers were told that the survey was made solely for teachers' attitudes; so it is not thought best to classify the returned questionnaires according to postmarks. It can be said that the postmarks do show an even distribution over the state of Indiana, and that some returns were received from each of the groups contacted. It is realized that the teacher might not drop the return in the post office in the immediate environs of his school.

The return of questionnaires was not too gratifying. Five hundred thirty-five returns were received from 1825 questionnaires, which makes 29.32 per cent of the questionnaires available for study. The first measure taken on the survey was the years' teaching experience of the teachers. A glance at Table I shows that 66.91 per cent of those teachers who returned questionnaires had taught 11 or more years. The number who had taught from 6 to 10 years numbered 14.02 per cent; the 3 to 5 year group totaled 8.22 per cent; and the 1 to 2 year teachers made up the remaining 9.16 per cent. The experience of the teachers who were contacted by the questionnaire should tend to make their replies more reliable.

TABLE I

YEARS' EXPERIENCE OF TEACHERS WHO RETURNED QUESTIONNAIRES

Years of Experience	Frequency	Per cent
11 or more	358	66.91
6-10	75	14.02
3-5	44	8.22
1-2	49	9.16
No years stated	9	1.68
Total	535	99.99

Types of supervision. The first measure of teacher attitudes was obtained from Item 2 on the questionnaire. The teachers were asked to define their supervision as being either "child-centered" or "subject-centered." "Child-centered" supervision was received by 44.48 per cent of the teachers; 19.63 per cent thought their supervision was "subject-centered;" and 30.66 per cent either said they received no supervision or failed to answer the question.

It might appear that the last group mentioned did not recognize supervision as such; but this is hardly the case. A study of the comments, which will be considered more in detail later, would indicate that the teachers did not receive any supervision. Such comments as, "I have not had any one visit me this semester," or "I have not been visited

TABLE II

TYPES OF SUPERVISION RECEIVED

Type of General Supervision	Years of Teaching Experience											
	Experience not given		1-2		3-5		6-10		11 or more		Totals	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Child-centered	1	.19	24	4.48	24	4.48	36	6.74	153	28.59	238	44.48
Subject-centered	1	.19	12	2.24	9	1.68	18	3.36	65	12.15	105	19.63
Child-centered and subject-centered	0	.00	2	.37	1	.19	3	.56	22	4.09	28	5.23
Not answered or none	7	1.30	11	2.05	10	1.90	18	3.36	118	22.06	164	30.66
Total	9	1.68	49	9.15	44	8.25	75	14.02	358	66.89	535	99.99

since I started teaching 6 years ago," warrant the conclusion that the teacher was not visited.

An analysis of the Table II also reveals that the present tendency in education seems to be in "child-centered" supervision. The teachers who received this type of supervision were in the minority, however, since only 44.48 per cent received this type. When only 69.36 per cent of the teachers are supervised in any way, the picture is not encouraging.

Attitude toward democratic, scientific supervision.

Item 3 of the questionnaire asked that teachers state their attitudes toward democratic, scientific supervision, regardless of the type or amount of supervision they received, in respect to helpfulness and welcomeness. The responses to this question were very gratifying. The teachers who thought that democratic, scientific supervision would be helpful and welcome numbered 400. This number is 75.76 per cent of the teachers who answered the questionnaire. The teachers who thought supervision was welcome, whether helpful or no, comprised 80.62 per cent of the total number of teachers. One and eighty-eight hundredths per cent thought the superintendent's help was not welcome; while 18.48 per cent said they did not have any supervision or did not respond. This survey would indicate that teachers are in favor of a good supervisory program regardless of the number of years teaching experience to their credit. Table III is a summary of teacher attitudes.

TABLE III

ATTITUDES TOWARD DEMOCRATIC, SCIENTIFIC SUPERVISION

Attitude Toward Democratic, Scientific Supervision	Years of Teaching Experience											
	Experience: not given		1-2		3-5		6-10		11 or more		Totals	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Helpful and welcome	1	.19	43	8.03	36	6.73	60	11.21	260	48.60	400	75.76
Not helpful but welcome	0	0	4	.74	2	.38	3	.56	17	3.18	26	4.86
Helpful but not welcome	0	0	0	0	0	0	0	0	3	.57	3	.57
Not helpful and not welcome	0	0	1	.19	0	0	2	.39	4	.74	7	1.31
No attitude given	8	1.49	1	.19	6	1.12	10	1.87	74	13.81	99	18.48
Total	9	1.68	49	9.16	44	8.23	75	14.02	358	66.90	535	99.98

Teacher attitudes toward supervision by superintendents.

Item 4 was an effort to determine the attitudes of teachers toward supervision performed by superintendents, principals, and supervisors. Table IV is a summary of attitudes toward the superintendents' supervision. An expected discovery in this table is that 36.26 per cent of the teachers reported that they received no supervision whatsoever from their superintendent. This also discloses that young teachers with 1 or 2 years' teaching experience received no supervision in 18.37 per cent of the cases. Teachers who had experienced 3 to 5 years in the classroom, received considerably less supervision. Twenty nine and fifty four hundredths per cent reported that they received no supervision. Teachers who had taught more than 11 years were neglected more, which might be expected. In this group, 42.73 per cent either said did not receive any supervision or did not answer the question.

Whenever supervision did occur, the attitudes of the teachers were gratifying. Helpful and welcome supervision was reported in 44.31 per cent of all cases who returned questionnaires. Although they did not think the supervision was helpful, another 15.32 per cent thought it was welcome. The total of welcome supervision was 59.62 per cent of all the returns. Only 4.11 per cent thought supervision was not welcome. The findings indicate a need for supervision in the high school.

TABLE IV

TEACHER ATTITUDES TOWARD SUPERVISION BY SUPERINTENDENTS

Attitude toward Superintendents	Years of Teaching Experience											
	Experience: not given		1-2		3-5		6-10		11 or more		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Helpful and welcome	6	1.12	30	5.61	17	3.18	41	7.67	143	26.73	237	44.31
Not helpful but welcome	2	.37	7	1.31	12	2.24	13	2.43	48	8.96	82	15.31
Helpful but not welcome							1	.19	1	.19	2	.38
Not helpful and not welcome			3	.56	2	.37	2	.37	13	2.43	20	3.73
Did not report receiving any supervision	1	.19	9	1.68	13	2.43	18	3.36	153	28.60	194	36.26
Total	9	1.68	49	9.16	44	8.22	75	14.02	358	66.91	535	99.99

TABLE V

HOURS OF SUPERVISION PERFORMED BY SUPERINTENDENTS IN FALL SEMESTER

Number of Hours	Years of Teaching Experience					Total
	Experience not given	1-2	3-5	6-10	11 or more	
90			1			1
30					1	1
20						
18						
15		1		1		2
12					2	2
10		1	1	2	5	9
9						
8		2	1		1	4
7		1		2	1	4
6			1	2	3	6
5		1	1	2	6	10
4		2	1	2	8	13
3		6	2	5	10	23
2		6	3	12	22	43
1	2	11	13	15	50	91
0	7	18	20	32	249	326
Total	9	49	44	75	358	535

A critical summary of Table V reveals that 326 teachers received no supervision, according to their replies, and 91 received only 1 hour. This would make a total of 417 teachers who received 1 hour or less supervision from their superintendent during the fall semester of 1946. It is doubtful if a great deal of good can be accomplished in a supervisory visit of one hour or less. It could readily be concluded that Francis L. Bacon¹ was correct when he stated, "The secondary school knows little and does less about supervision."

Teacher attitudes toward supervision by principals.

The second part of Item 4 was an effort to determine the teacher attitudes toward supervision by the principals. Table VI is a summary of the attitudes of teachers as expressed by the teachers toward the supervision offered by the principals. It can be observed that the principals are doing a little more supervision than the superintendents. While the superintendents failed to supervise 36.26 per cent of the teachers, the principals failed to supervise 24.86 per cent of the teachers. A critical analysis of Tables IV and VI shows that the increased amount of supervision offered by the principals was given to the teachers who had taught 11 or more years. There is a variation of 2 cases in the 3 to 5 year group. The plight of the 1 to 2 year group remains the same.

Helpful and welcome supervision was reported in 56.25 per cent of all the cases considered, while 15.89 per cent

¹ Francis L. Bacon, "Supervision in Secondary Schools," National Association of Secondary School Principals, Bulletin Number 20: 131-139, March, 1928.

TABLE VI

TEACHER ATTITUDES TOWARD SUPERVISION BY PRINCIPALS

Attitude Toward Principals	Years of Teaching Experience											
	Experience not given		1-2		3-5		6-10		11 or more		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Helpful and welcome	3	.56	28	5.23	26	4.86	44	8.22	200	37.38	301	56.25
Not helpful but welcome	5	.94	9	1.68	6	1.12	12	2.24	53	9.91	85	15.89
Helpful but not welcome	0	0	0	0	0	0	1	.19	0	0	1	.19
Not helpful and not welcome	0	0	3	.56	1	.19	0	0	11	2.05	15	2.80
Did not report receiving any supervision	1	.19	9	1.68	11	2.05	18	3.37	94	17.57	135	24.86
Total	9	1.69	49	9.15	44	8.22	75	14.02	358	66.91	535	99.99

TABLE VII

HOURS OF SUPERVISION PERFORMED BY PRINCIPALS IN FALL SEMESTER

Number of Hours	Experience not given	Years of Teaching Experience				Total
		1-2	3-5	6-10	11 or more	
90			1			1
50		1				1
25			1			1
20			1	1	4	6
18					1	1
15		1	1		4	6
12				2	1	3
10		2	3	5	9	19
9		1	1		1	3
8		3		2	3	8
7						
6				1	8	9
5		3	1	3	19	26
4		3	4	1	11	19
3		3	4	6	9	22
2	1	7	2	11	20	41
1	1	6	9	11	49	76
0	7	19	16	32	209	283
Total	9	49	44	75	358	535

thought the supervision was not helpful but welcome. This total of 72.14 per cent of welcome supervision is considerably better than the superintendents' 59.62 per cent of welcome supervision.

A study of the number of hours of supervision received by the teachers, as expressed in Table VII, raises doubts as to the helpfulness of the supervision to the teachers. The number of teachers who reported that they received one hour or less supervision was 359, while 179 received more than one hour.

Teacher attitudes toward supervision by supervisors.

The third phase of teacher attitudes toward supervision was in regard to that by the supervisors. The number of questionnaires that did not have any remark whatsoever which related to supervision by supervisors totaled 415. In justice to the supervisors, the remarks on the questionnaires would indicate that these teachers were employed in schools where supervisors were not provided. Some of those who indicated supervision made notations to the effect that their supervision was from state supervisors. Of the 120 who reported some supervision, 97 said it was helpful and 113 said it was welcome. The only conclusion that can be drawn is that the teachers were highly favorable where supervision was furnished. Tables VIII and IX list the attitudes and the number of hours furnished.

TABLE VIII

TEACHER ATTITUDES TOWARD SUPERVISION BY SUPERVISORS

Attitude toward Supervisors	Years of Teaching Experience											
	Experience not given	1-2		3-5		6-10		11 or more		Total		
	Freq. %	Freq. %	Freq. %	Freq. %	Freq. %	Freq. %	Freq. %	Freq. %	Freq. %	Freq. %		
Helpful and welcome	3 : .56	7 : 1.31	12 : 2.24	20 : 3.74	53 : 9.90	95 : 17.75						
Not helpful but welcome	1 : .19	4 : .75	3 : .56	2 : .38	8 : 1.50	18 : 3.38						
Helpful but not welcome		1 : .19			1 : .19	2 : .38						
Not helpful and not welcome	1 : .19				4 : .75	5 : .94						
Did not report any or had no supervisor	4 : .75	37 : 6.91	29 : 5.42	53 : 9.90	292 : 54.58	415 : 77.56						
Total	9 : 1.69	49 : 9.16	44 : 8.22	75 : 14.02	358 : 66.92	535 : 100.01						

TABLE IX

HOURS OF SUPERVISION PERFORMED BY SUPERVISORS IN FALL SEMESTER

Number of Hours	Years of Teaching Experience					Total
	Not Given	1-2	3-5	6-10	11 or more	
80					1	1
50						1
40				1		1
36		1		1		2
30			1			1
25		1	1			2
20		3	1	1	1	6
18						
15						
12					1	1
10			1	2	2	5
9						
8		1			1	2
7						
6				3		3
5			5		3	8
4		1	1	1	2	5
3	2		1	1	6	10
2		3		2	8	13
1	1	2	2	3	20	28
0	6	37	31	60	313	447
Total	9	49	44	75	358	535

Analysis of teachers' general comments. The final estimate of teacher attitudes was in regard to their reasons for estimating each supervisor's work as they had done. Teachers who failed to answer this Item numbered 180. Some of the answers returned may not have any significance in this summary. Illustrations of answers placed in this classification are: "I answered the questionnaire in this manner because I wanted to hold my job," or "We have no supervision in this school, thank God."

The teachers reported that they received favorable supervision in the following instances. Satisfactory help was given 18 teachers when they asked for it. Eight thought their supervision was sympathetic and constructive. Six teachers thought they received good informal supervision; while 6 others thought the help received was beneficial to them. Five teachers thought the supervisory officials were co-operative; and 2 thought the superintendent furnished adequate supplementary reading material. Most of those who said that their supervision was helpful apparently did not think it was necessary to make other comment. Table XI is a summary of the comments as expressed by three or more teachers. Occasionally, more than one comment was made by the same teacher.

Table XI is a repetition in general aspect of the findings shown in previous tables. Over 200 remarks indicate that little or no supervision was received by the teachers in the fall semester. Others wanted good supervision.

TABLE X

LIST OF COMMENTS ABOUT SUPERVISION

Comments	Frequencies
Received no supervision	90
No supervision but wanted democratic, helpful supervision	63
No supervision except general teachers' meetings	37
No supervision and do not want poor supervision	32
Supervision was so infrequent it disturbed students	27
Satisfactory help when it was needed	18
Administrator found fault, offered no helpful suggestions	16
Administrator only interested in publicity	12
Deplorable condition, only interest is athletics and extra-curricular activities	9
Sympathetic and constructive supervision	8
No time for supervision	8
Not diplomatic and created antagonism	7
Supervision shows need of training on part of administrators	7
Teachers handicapped by poor supervision	7
Good informal supervision	6
Satisfactory to the teacher	6
Co-operative supervision	5
Supervision was occasional	5
Administrator had no ability but received a political plum	4
Administrator tries to make fools of the teachers	3
Administrator does not use tact	3

A few seemed to think that studies of this nature might lead to better supervision. One teacher thought that we would have better schools when the administrators learned to supervise again. Another teacher thought the colleges ought to be more concerned about the supervision in our high schools. A third thought her administrators were too "personal centered."

Another said she had no supervision in her six years' experience, and she often wondered if she was doing the work in a satisfactory manner. Still another teacher said she had been visited 3 times in 20 years. Two other interesting remarks were: "they seem to think we are experts;" and "anything that can be done to place good supervision in our schools would be invaluable."

There is no reason to believe that the teachers were not serious in their remarks. The only conclusion is that supervision in the high schools of Indiana is inadequate.

CHAPTER III

SUMMARY OF FINDINGS

1. A check on post-marks indicates that the answers received were from cities in all sections of the state.

2. The 535 teachers who answered this survey probably gave as nearly a true picture of attitudes as it is possible to obtain.

3. The amount of supervision exercised in the high schools with 10 or more teachers is very inadequate, over 60 per cent received one hour or less supervision in a semester.

4. The number of years teaching experience did not seem to make any significant difference in the attitudes of the teacher.

5. The attitudes of teachers toward scientific, democratic supervision in general, regardless of the kind or amount they were accustomed to receive, were very encouraging. Over 80 per cent of the teachers thought it would be helpful, while only 2 per cent regarded such supervision as not welcome.

6. About twice as many teachers reported that their supervision was "child-centered" as compared to those who reported their supervision was "subject-centered."

7. The teachers' attitudes toward supervision were very favorable; over 93 per cent of the teachers said the supervision they received was welcome.

8. Principals do more supervising than superintendents. However, about one third of the beginning teachers who answered this questionnaire did not receive any supervision during the fall semester of 1946.

9. Very few school corporations have special supervisors on their supervisory staff who work with high school teachers. Most of the supervision is done by the superintendent or principal.

10. The attitudes toward supervision expressed by usable statements were somewhat critical, and there were more adverse criticisms of high school supervision than there were favorable statements.

11. Several teachers commented that our colleges should emphasize training for supervision when preparing administrators for their positions. They also said that our State Department of Education should possibly check more often on the supervision performed in the schools.

APPENDIX

EXPLANATION OF THE QUESTIONNAIRE

It was thought that copy of the communication sent to the teachers might clarify and aid in understanding how these facts were obtained. A double post card questionnaire was printed so that the material on page 27 appeared on one side, and the material on page 28 appeared on the other. Pages 27 and 28 are exact duplicates of the questionnaire mailed to the teachers.

Walter O. Shriner,

DIRECTOR OF GRADUATE STUDY

Indiana State Teachers' College,

Terre Haute, Indiana

Fellow Teacher,

Many surveys of supervision have been made; but only a few have touched upon teachers' attitudes toward supervision. We are seeking nothing but teacher attitudes toward supervision. In order to help assure our getting absolutely frank statements, we do not want to know your name or address.

By supervision of instruction, we mean anything which your superintendent, principal or supervisor does to improve classroom teaching in your high school. Some of the commoner supervising activities are: visitations, teachers' meetings, consultations, bulletins, demonstration lessons, professional reading material, sources of teaching aids, or various rating scales to help improve teachers.

We define "child-centered supervision" as supervision that has as its aim the maximum development of the child's capacities and personality. "Subject-centered supervision" is supervision that has as its goal, the improvement of the norms of achievement of subject matter.

We wish to thank you for your effort and assure you the object of this research is intended for the improvement of the educational facilities and opportunities of our students.

Sincerely yours,

Walter O. Shriner

Underline the word or expression which best describes your case.

1. How long have you taught school? 1—2, 3—5, 6—10, -----more years.
2. Is the supervision you receive "child-centered" "subject-centered"?
3. Regardless of the type or amount of supervision you get, underline what your attitude toward scientific, democratic supervision is: helpful and welcome, not helpful but welcome, helpful but not welcome, not helpful and not welcome?
4. In the following outline check after the appropriate descriptive term and appropriate heading, your attitude toward the supervision you actually received from your superintendent principal, or supervisor.

Descriptive Term	SUPERINTENDENT ()	PRINCIPAL ()	SUPERVISOR ()
Helpful and Welcome			
Not Helpful but Welcome			
Helpful but Not Welcome			
Not Helpful and Not Welcome			

5. In the form above write within the parentheses after title of each type of supervisor, the approximate number of hours of individual supervisory relationship you had with such supervisor during the first semester of the present school year.

6. Make any comment you wish as to why you estimated each supervisors' work as you did in the above question.

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