

lutely dependable. I would like him to be enthusiastic. I want him to have the courage to uphold his own convictions, and yet be tolerant of other people's ideas and views. I want him to be adaptable to new ideas.

Am I Asking Too Much?

An additional quality I would appreciate in a supervisor is a sense of humor—but perhaps that is too much to ask. I feel that he must also possess a great deal of self-control.

There isn't a principle of supervision covering this point in so many words, but it has merit. At least to me it is important, i.e., enough ethics that you feel you can talk to him confidentially if

need be. I have had one or two experiences along this line which make me wonder if you can ever talk to any supervisor without hearing about it later from someone else. I'd rather publicize my problems myself.

I believe that a supervisor must recognize the potentialities of his teachers, stimulate them to do independent thinking, give them credit for worthwhile ideas, and consider them as colleagues.

Of course, the supervisor has every right to expect just as much from teachers as teachers can expect from supervisors. In a democratic organization there is freedom only insofar as we all recognize and fulfill our mutual responsibilities.

Tribulations of a Supervisor _____

DOROTHY REED PECKHAM

Dorothy Reed Peckham was an elementary supervisor in Travis County rural schools for twelve years so she knows whereof she speaks when she outlines some trials of a supervisor. She is now an instructor in the Department of Educational Administration, University of Texas.

WHAT'S SAUCE FOR THE GOOSE is sauce for the gander. I am, therefore, taking advantage of the fact that we Americans relish a good argument and pride ourselves on our ability to see both sides of a question. When I read Miss Gough's article, "Complaints of a Much-Supervised Teacher," I was in accord—for I have been a teacher and have experienced some of the types of supervision she mentions. But there is another side to it. While we usually

think of supervision from the teacher's point of view, we must remember that the supervisor's life isn't easy.

After twelve years in supervision I think I have met all the varieties of teachers—from those who make supervision a joy to those who make us want to give up in discouragement. While most teachers are cooperative, interested, and really desirous of improving, we have others who are not so easy to work with. Let me classify these.

The Monday through Friday Teacher

Active members of the "Thank God for Friday Club." Do you know this club? It has a large membership among the teaching profession. Its members are in the classroom from Monday until Friday, physically. But their minds and hearts are concentrating on the weekend when they can leave the school or the little town where they teach and begin to really live.

I'd be the last to say that teachers should live solely for their work. They will be better teachers for having outside interests and diversions; but this doesn't mean that they are excused from doing a good job and from advancing professionally. Members of the T.G.F.F.C. resent any infringement on their "own time" on Saturdays and complain when they *have* to attend an occasional professional meeting. They forget that many other workers labor six days a week from nine until five. Attendance at teacher's meeting is accompanied by grumbling and dissatisfaction. The members of this club are certainly in no frame of mind to profit from such meetings!

The only qualifications for membership in the T.G.F.F.C. are: to leave the school as soon as possible, to think as little as possible about their work, and to complain over any project which requires extra time.

The Self-Satisfied Ones

Another type of teacher, who makes a supervisor wish for a nice easy job as a waitress, is the one who already knows it all. Usually this teacher has taught many years, has her own way of doing things, and resents interference. She has her doubts about all of these new-

frangled ideas of letting children help plan and carry out the classroom work. She is autocratic and has a closed mind to anything different. She not only believes that her ways of doing things are best, but attempts to influence other teachers and supervisors by constantly telling of her accomplishments. She never gets a new idea from others—she is so busy handing herself bouquets.

Those Who Demand All My Time

Then there is the "Miss Huddle" type. She is just the opposite of Type Number 2. We want to help her, but she *does* take up considerably more than her share of the supervisor's time. She loves to "go into a huddle" with the supervisor, especially on a busy Saturday morning when others are clamoring for appointments. She brings her personal as well as professional problems and unloads them on the (presumably) broad supervisory shoulders. She is a "clinging vine" and lacks the self-confidence to do anything without advice. This teacher seems to think the supervisor is also a psychiatrist, or at least a Dorothy Dix. She is usually suffering from an inferiority complex and imagines that other teachers do not like her and that she is being snubbed. One teacher even came to the supervisor's home on several occasions to tell how she was mistreated by teachers in her building.

We sympathize and hope we can strengthen "Miss Huddle," but several teachers of this type can leave the supervisor rather frayed around the edges!

The Turncoat Is Not Common

One of the most difficult problems in human relations which the supervisor

must face is the teacher who is all sweetness and affability while talking with the supervisor, but criticizes her maliciously later. It may be quite a while before the supervisor discovers that all of the charm this teacher turns on for the supervisor is merely a front and that, while pretending to be interested in developing into a more creative teacher, she goes right along in the same old way.

No Observation in This Class

There is the problem often faced by the supervisor of what to do with the teacher who ceases whatever she is doing the moment the supervisor appears. Everything is put aside while the teacher announces the supervisor's arrival to the class. This teacher is very anxious to persuade the visitor to "take charge" or to tell the children something interesting—anything to prevent the supervisor from observing the regular classroom work. This type of teacher sometimes begins talking to the supervisor and has to be reminded that her duty is to the pupils.

You'll Have To Show Me

Teachers who have made up their minds to dislike the supervisor just on general principles place this individual "behind the eight ball" before she ever meets the staff. True, some teachers may have legitimate reasons for being allergic to supervisors, as the preceding article points out.

Teachers, try to put aside your prejudices and give supervision a fair chance. *Perhaps* the new supervisor is as nervous as you are when first visiting your room.

Turn About's Fair Play

For fear that the reader may have received the idea that the writer is "sour" on the entire teaching profession, let me hasten to add that in twelve years as a supervisor the types of teachers mentioned above have been decidedly in the minority. As compensation for these few are the many, many teachers who make supervision an inspiring, challenging, and soul-satisfying work.

This answer to the preceding article is written only because it seems that recently we have read so much about what teachers want and expect of supervisors. Now, it seems that this is a two-way business and that supervisors have a right to expect some of the same qualities in teachers. These qualities which promote good human relationships have been listed by teachers in an article, "This Is the Kind of Supervisor We Want," in the January, 1947, issue of *Educational Leadership*, as: sincerity, tactful criticism, sense of humor, kindness, self-control, tolerance, show appreciation, give encouragement, and do not have an unapproachable air.

These same qualities might well be listed under the heading, "This Is the Kind of Teacher We Want."



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