

sultant. Those little social courtesies extended to the consultant contribute greatly to more effective work.

15. *The consultant is provided with some time, between his arrival and the meeting scheduled, to explore the situation.*

Time provided to permit the consultant to get his feet on the ground and catch his breath is most important. There are many instances when a consultant arrives just in time to get to a meeting. Provide time to get acquainted with the environment.

16. *The consultant is so treated that he has a feeling of really being wanted.*

Although you may be paying for his services, it does not abrogate your responsibility for treating the consultant as a guest. This may appear as undue emphasis but recognition of this point will be conducive to much more effective work by the consultant.

17. *The consultant is used in such manner that he feels he is a member of the group.*

The consultant should be able to feel a sense of belonging. If he is set apart from the group, he will most likely function accordingly. More effective use of his time can be made if the group acts as a whole.

Teachers Look at Supervision

MATTHEW J. WHITEHEAD

This article reports results of a study of teachers' attitudes toward instructional improvement. Data for the study were collected from high school teachers in North Carolina.

MANY VOLUMES dealing with the improvement of instruction in secondary schools have been written within the past quarter century, but few, if any, have given the classroom teachers' point of view on this topic. The purpose in this article is to describe current supervisory practices in North Carolina Negro High Schools. In the succeeding portion of this article 115 North Carolina Negro High School teachers "look at supervision."

One way to secure data on current supervisory practices of high school teachers in the state of North Carolina was to use a questionnaire. This article represents findings of 115 schedules which were submitted to 115 North Carolina Negro High School teachers.

These teachers represent 69 of the 100 counties in the state.

Data from the returned schedules revealed that these 115 teachers were currently employed in schools which ranged in faculty size from 4 teachers to 56 teachers, the median faculty size being 17. Table I shows the distribution of teachers within these schools.

TABLE I
SIZE OF FACULTY IN SCHOOLS REPRESENTED

Faculty	No. Teachers
50-59	6
40-49	8
30-39	8
20-29	29
10-19	29
0-9	35
<hr/> N	<hr/> 115

The chronological ages of the respondents in this study ranged from 21 years to 61 years, the median age being 32; while their years of teaching experience ranged from one to 34 years; the median teaching experience being 10.5 years.

One hundred and ten (96%) of these teachers stated that they enjoyed their work; eighty-seven (76%) felt that their principals were democratic in school administration; ninety-four (82%) were in agreement that their principals utilized the group process in planning. From a summation of the replies to the queries the investigator was gratified to note the extent to which these North Carolina Negro High School principals were putting human relations and the democratic process into actual practice. They had realized that although the chief end of administration was the supervisory program, that this could not be achieved as a "one-man show," but by properly allocating functions giving authority with each allocation. This technique is supported by the statement of John Dewey, "One might as well say he has sold when no one has bought as to say he has taught when no one has learned." Learning and teaching under autocratic conditions are not only minimized, but penalized.

Classroom Visitation

Improvement of instruction by classroom visitation is one of the oldest supervisory devices. This technique, though frequently abused by administrative officers who make series of casual, purposeless, unplanned inspectional tours of their schools, still has merit as it affords a face-to-face relation-

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ship of pupils to teacher.

Part I of this instrument consisted of queries on this supervisory technique. Ninety-three per cent of the 115 teachers stated that they had been visited by their principals the past school year; one hundred per cent of them felt that a well-planned visit followed by an individual conference was beneficial to their improvement; ninety-two (80%), stated that classroom visitation by the principal was made for the purpose of improving instruction. The remaining twenty-three teachers (20%), stated that the principal's visits were made for purposes of giving ratings to teachers and inspecting physical features of the classroom; eighty-three teachers (72%) stated that the principal's visits were unscheduled while the remaining thirty-two teachers were equally divided in pointing up that visitations were scheduled and made upon invitation of the teachers; sixty-five (57%) stated that the principal did not remain through a complete recitation period.

When asked about their attitudes toward classroom visitations, eighty (70%) were very enthusiastic; twenty-five (22%) were indifferent; and ten (8%) were fearful. This investigator in an attempt to interpret the data under the heading, "Classroom Visitation," concluded that advances had been made in the use of this technique, but improvements were still needed in following up the visitation with a conference, and in having the principal see the importance of remaining the entire

period. It is not fair to teachers to visit them and not hold a conference following the visitation nor is it just to visit in a "piecemeal" fashion.

Utilization of the individual conference technique as a medium for improving instruction should not be minimized or underestimated. The supervisory conference between teacher and principal is without doubt the most important means for improving instruction. Such conferences supplement the other techniques, and insure that both general and specific suggestions are assimilated into each teacher's program for better teaching. If we accept the thesis of Gilbert Highet in his recent book, *The Art of Teaching*, then we should say that we would not think of leaving a recitation period until it is over any more than we would think of leaving the theatre before the curtain closes on the final act of a dramatic production.

Demonstration Teaching

Part II of the instrument was designed to secure data on the Demonstration Lesson as a technique for improving instruction. Ninety-one (79%) of the respondents reported that this technique was used in their schools with success. They felt that they had been helped tremendously by the skillful administrative handling of the demonstration lesson. The purposes in utilizing this specific technique were acceptable and desirable generally to these teachers as may be seen from answers to such queries as: "Are demonstration assignments voluntary or compulsory?" Ninety-six per cent answered that they were voluntary. In answer to the query, "Are there follow-

up conferences between individual teachers and administrators after the demonstration lesson?" ninety-five per cent of the teachers responded in the affirmative.

The 115 teachers were loud in their indictments of the demonstration lesson being rehearsed prior to their presentation to faculty groups. Eighty-one (70%) stated that these lessons were rehearsed in advance. This tended to decrease the effectiveness of these lessons as a device for improving instruction in that they stressed both perfection and artificiality. Learning should exist in normal situations and should avoid ornateness and ostentatiousness.

Faculty Meetings

Part III of the instrument sought replies on the group faculty meeting as a technique in improving instruction. These 115 teachers apparently believed that group faculty meetings are for teachers what mass instruction is for pupils. An analysis of responses in this area revealed that (1) there is a set pattern for holding faculty meetings, namely, twice a month with the average length being one hour for each meeting; (2) ninety-eight teachers (85%) reported that they were given an opportunity to assist the administration in the organization of their meetings; (3) eighty-nine (77%) of the teachers reported that more than half of the subjects discussed in group meetings were helpful to them; (4) ninety-one per cent of the teachers reported that meetings were held at the close of school and that the time for these meetings was satisfactory to them; eight per cent reported that their faculty meetings were held before the official

opening of school each day, and one per cent that meetings were held at other hours including Saturday mornings.

In answer to the query, "What is the specific nature of your faculty meetings?" there was wide diversity of purpose, the greatest frequency (47) stating that their meetings were general in nature; the second frequency (41) stating that theirs were administrative in nature, consisting of announcements, launching of financial drives, and reprimands to personnel; the third frequency (21) stating that theirs were educational in nature, and (6) stating that theirs were held for disciplinary reasons.

In answer to the query, "What topics would you like to have discussed at your group faculty meetings?" one hundred and one of the 115 teachers listed "improving teaching." The teachers were also asked what topics they felt should be eliminated from the agenda of faculty meetings. The responses to this query indicated great dissatisfaction in using group faculty meetings for lectures to teachers by principals, announcement-making, open reprimands, and the issuance of autocratic fiat to the staff.

From these data, this investigator noted that the largest per cent of responses favored using the group conference as a means for improving instruction; however, it was regrettable to note that principals are still using valuable time and energy of teachers to make announcements, assign committees, and other minutiae which could be handled so easily by mimeographed newsletters, bulletins, and guide books. The administrative type staff meeting not only wastes time and

shows evidence of lack of planning, it accomplishes little save to add one more "disgruntled teacher."

Orientating New Teachers

Part IV of the instrument sought replies to queries in the area of faculty orientation of new teachers. It has long since been recognized that this is a neglected area in school administration. Nothing is more valuable and more lasting in a new teacher's memory than the friendly words spoken which allayed fear and timidity; nothing pays greater dividends in economy in school administration. It cannot be denied that a friendly gesture, a tour of the building, the meeting of colleagues, the acquaintance with and the location of school supplies, forms, handbooks and equipment are devices which make for educational economy.

The teachers in this study pointed up the fact that principals in North Carolina are aware of the "coldness" which many novice teachers have received in the past. They have shown a marked degree of improvement in this area as may be attested to by replies which the teachers in this study made. Seventy-two (63%) received orientation from the principal; twenty-one (18%) from a teacher assigned for this purpose by the principal; sixteen (14%) from a staff member unassigned; and six (5%) no orientation at all. The teachers were of one accord that orientation is most effective to them when it is given by the principal.

The respondents were also asked if teachers new to the school were assigned to the worst classrooms, the hardest assignments, the toughest duty posts, atypical children, and heavy and irregu-

lar teaching schedules. To these queries eighty-eight (76%) replied that new teachers did not inherit these difficult assignments.

Lesson Planning

Part V sought answers to the business of planning. Careful planning is necessary if instruction is to be effective. All the teachers favored some type of lesson plan but there was a wide variance as to the specific type which they preferred. Fifty-five (48%), expressed preference for unit plans; forty-two (36%) for daily plans; and eighteen (16%) for weekly plans. All agreed that requests for teachers' plans should be made according to a scheduled date rather than as a "surprise" to teachers. One hundred and four (90%) stated that their principals required them to follow their plans rigidly. Eighty-five (74%) reported that their principals criticized and returned their plans to them; the remaining thirty (26%) stated that their plans were never criticized or returned to them.

If planning is important, if it tends to make instruction more effective, if it is to furnish teachers with specific help in regard to their weaknesses and strengths, principals should read, criticize and return plans to teachers. Nothing destroys morale, kills enthusiasm and stifles professional growth of teachers more than this type of lethargy on the part of administrators.

Teachers participating in this study also registered a criticism of the administration in allowing too many interruptions which thwarted the execution of their plans. Unforeseen emergencies can be justified but the types of interruptions which these teachers reported

do not seem to fall under this caption but are viewed by this investigator as poor administration. Table II shows the types of interruptions and their frequencies.

TABLE II
INTERRUPTIONS WHICH HINDER EXECUTION
OF TEACHERS' PLANS

<i>Specific Types</i>	<i>No. Teachers Reporting</i>
Extra-curricular activities	33
Notices to read to classes	17
Unscheduled programs	14
Assembly programs run overtime	13
Unpredicted turn in lesson	12
Notices sent from principal's office	10
Unscheduled visits	6
Late bus arrival	5
Intercommunication system	3
Sent for by principal	2
N	115

From data in Table II this investigator, after viewing the ten reasons reported by teachers as interruptions, was happy to note that the reason, "Unpredicted turn in the lesson," ranked fifth. This indicates that many teachers are finding that teaching pupils instead of textbooks, providing for the needs of pupils, and giving pupils a share in planning, are preferable to strict adherence to a prior plan.

In-Service Training

Part VI was the final section of the instrument. This sought information on the in-service training program which was operative in the 115 schools included in this study. The respondents were of one accord in their opinion that all schools should utilize this technique. One hundred (87%) stated that non-credit in-service courses after school hours should not be compulsory; twenty-six teachers (66%) stated that they received great value from in-service courses as they were conducted

in their schools; thirty-four (30%) stated that they were of no value at all to them.

In response to the query, "Who should plan the content of in-service courses?" ninety-two (80%) of the teachers stated that they should be planned by the teachers and administrators; thirteen (11%) stated they should be planned by teachers; and ten (9%) by the administrators. The majority opinion was registered against the practice of determining salary increments by attendance at and participation in in-service courses as is revealed by eighty-five (74%) of the teachers. Eighty-six (75%) of the teachers felt that these in-service courses should not be conducted at any time during the regular school day but after school hours and/or on Saturday.

In the light of these data presented on teachers' attitudes in regard to in-service training, it is very interesting to observe that a marked degree of improvement has also been made in this area. This reported attitude is significant when viewed against attitudes expressed by teachers generally in previous studies.

From data collected from these 115 Negro High School teachers in North Carolina who represent an adequate sampling, sixty-nine of the one hundred counties within the state, this investigator is of the opinion that both teacher and administrator have re-examined and re-thought their philosophies of education, and have placed the improvement of instruction above the minutiae which sometimes are responsible for diverting educational institutions from their chief purpose — that of teaching.

In the six areas chosen as techniques for improving the instructional program of the school which have been discussed in this article, (1) classroom visitation, (2) demonstration teaching, (3) faculty meetings, (4) orientating the new teacher, (5) lesson planning, and (6) in-service training, the Negro High School teachers in the State of North Carolina have looked frankly and sincerely at this business of supervision, and are of the opinion that administrators should pay more attention to the chief aim of education — effective teaching.

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