

Principles' Supervisory Behaviour and Teachers' Job Attitude in Ikono Local Government Area of Akwa Ibom

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Abstract

This study investigated the relationship between principals' supervisory behaviour and teachers' job attitude in secondary schools in Ikono Local Government Area of Akwa Ibom State. The main purpose of the study was to investigate the relationship between principal's instructional evaluation ability, principals' observation ability, and principals' involvement of teachers in decision-making and teachers' job attitude in Ikono Local Government Area. Five research questions and Five hypotheses were formulated to give direction to the study. Ex-post facto research design was used in the study. A total of 255 teachers from a population of 360 teachers in secondary schools in Ikono Local Government Area were used for the study. Data for the study were collected using a researcher-made questionnaire titled "Principals' Supervisory Behaviours and Teachers' Job attitude Questionnaire (PSBTAWQ)". The data were analysed using Pearson Product Moment Correlation and all the hypotheses were tested at .05 significance level. All the null hypotheses tested were rejected, showing that principals' instructional evaluation ability, principals' observation ability, principals' involvement of teachers in decision making significantly relate to teachers' job attitude. Thus, it was concluded that principals' involvement of teachers in decision-making have significant relationship with teachers' job attitude. It was therefore recommended that principals should allow teachers to participate in decision-making for better performance towards achieving the educational goals objectives.

Keyword: Behaviour, Teachers, Job Attitude, Principles, Supervisory

Introduction

The success or failure of any educational system, whether in developed or developing nations of the world, depends to a large extent on the teachers. Teachers are the hub of the educational system and it has been generally agreed that "No education system can rise above the level of its teachers" (Federal Republic of Nigeria, 2013:2). There is no doubt that the services of the teachers are indispensable and critical to the nation's future and the kind of individuals the society wants. Therefore, the quality of the future citizens of a country depends upon the quality, competence, character and effectiveness of the teachers (Akpan, 2006).

It is unfortunate that most teachers exhibit negative job attitude. According to Akpan (2006), some teachers go to school later, while others engage in their personal activities during

school hours such as selling, loitering and even engaging students in farming during the time they would have used in teaching. Uchendu (2003) equally opined that most teachers entered into the teaching profession as a result of high rate of unemployment in other sector of the economy. According to the author, these sets of individuals who see themselves in the classrooms rarely cover their syllabus nor do they teach. This situation sometimes results in *laissez-faire* attitude among teachers. such teachers easily quarrel with the principal and tend to be insubordinate. Supervision of education is an area in search of definition. Since the establishment of schools, there is still no consensus on how it should be and what it should target although it is a school-centred activity. However, it is stated that over time, the function of education supervision shifts from controlling the instructional behaviour of teachers towards improving teachers (Glickman, 2004; Daresh, 2019; Sullivan & Glanz, 2012).

In accordance with this development, the purposes of supervision of education are currently defined as: (1) to develop teaching and learning (Dipaola and Hoy, 2008; Glickman, 2004; Sergiovanni and Starratt, 2002), (2) to ensure the improvement of teachers (Acheson and Gall, 2019; Daresh, Pajak, 2019; Wiles and Bondi, 2020), (3) to help teachers to be aware of the results of their teaching-giving feedback-Daresh, 2021; Glickman, 2004; Nolan, 2019), (4) to enable teachers to try new teaching techniques confidently and in a supportive environment (Nolan, 1997), (5) to develop programs (Nolan, 2007; Olivia and Pawlas, 2001), (6) to develop human relations (Acheson and Gall, 2019; Wiles and Bondi, 1996), and (7) to provide motivation to teachers (Glickman, 2004). It can be concluded that purposes (2) to (7) have the characteristic of being tools to achieve the first goal. Moreover, the supervision of education aims at turning schools into more effective learning environments, improving the attitude of teachers towards their job and helping the improvement of students' success.

According to Blumberg as reported by Michael (2001) teachers explain supervision with negative words such as anxiety, stress, needlessness, authority and rules. Based on the work of Cogan in Acheson and Gall (2019) supervision is an activity that psychologically, almost inevitably, endangers teachers' professional position and damages their self-confidence. Some teachers may think that supervision does not play a significant role in the development of their professional experiences, they consider supervision as an unnecessary organizational ceremony and they do not perceive supervisors as a source of new ideas. According to Staller (2009), many teachers consider supervision as a threatening and concerning situation and as a result while interacting with supervisors, they react to supervision as an enemy and try to protect themselves. As a result of this situation, supervision does not contribute to the development of teachers; although they appear to adopt supervisors suggestions near supervisors, they do not carry out these suggestions (Munson, 2008). Blumberg (2009) defined this situation between the teacher and the supervisor as "cold war".

Glickman (2014) defined supervisor behaviours as listening, explaining, encouraging, reflecting, showing, problem solving, talking, giving directives, standardizing and consolidating. Glickman (2014) combined these supervisor behaviours into four groups as

1. the non-directive approach,
2. the collaborative approach,
3. the directive informative approach
4. the directive approach

In accordance with the approaches the teacher or the supervisor has the responsibility of making the decision. According to Tshabalala (2017), principals' supervisory behaviours are determinant of teachers' positive and negative perceptions related to supervision and whether or not teachers will benefit from supervision. According to Caspi and Reid (2002), another determinant of teachers' perceptions related to supervision and whether or not teachers will benefit from supervision is whether or not teachers have good relationships. Teachers who have good relationships with their principals perceive supervision experiences in a more positive way. For this reason, the supervisor should observe how his actions are perceived by the teacher rather than what he does for human relations (Basar, 2005).

In Ikono Local Government Area many teachers are found to engage in secondary activities and do not feel like teaching their students. Most teachers in the study area often go to school only when they have a lesson. Personal observation by the researcher revealed that most teachers in Ikono Local Government Area see their principals as being rude, taking decisions by themselves, not involving them in the school projects and not motivating them at all. It is against this condition that the reader attempts to examine the relationship between principals' supervisory behaviours and teachers' job attitude in Ikono Local Government Area.

Statement of the Problem

The success of a supervisor depends on his ability to discharge his supervisory functions and make judicious use of his supervisory behaviours (Eniola, 2016). There are speculations and findings that lack of adequate supervisory skills of many schools' principals jeopardize the administrative effectiveness of the schools and teacher's commitment in general. Most principals see their teachers as mere workers who do not have any right in the schools' decision-making. Some of them are bias when giving and enforcing instructions to the teachers. the teachers who view themselves as having the same qualification with the principal may find it difficult to abide to most of the instructions and decisions imposed on them by the principal, especially when such instructions are against them.

Teachers in the secondary schools expect their principals to behave in particular ways because of the principals' statutory supervisory roles. The principals on the other hand see

themselves as performing their supervisory roles in schools as expected of them. A teacher who does not obtain what he expects from his academic may be unhappy both with the principal and the whole school system thereby exhibiting negative attitude towards his work. The teacher for instance, may take unnecessary excuses often, engaging in some activities like trading and farming during official hours. There may even quarrels and name-calling between the principal and the teachers. This negative attitude by the teachers is likely to affect the academic activities in such schools thereby resulting in poor academic performance of the students. In some cases, most competent teachers, may seek transfer from such schools. There may also exist unhealthy competition between the principal and the teachers, which may have negative effects on the students.

There is considerable research that identifies those behaviours and skills principals should have to lead effective schools with teacher who exhibit positive attitude to their work. The National Association of Elementary School Principals identified some leadership areas that are critical for effective leadership. These leadership areas include; motivation, effective communication, incentives, monitoring of evaluation process and unbiased supervisor of instructional activities among others. There is also some research on behaviours principals should try to avoid or eliminate such as unnecessary delegation of duties, biased appointment for seminars and workshops, biased recommendation, incessant reports to the Ministry, etc (Davis, 2007; Martin, 2019).

In Ikono Local Government Area, cases of principals settling disputes with teachers in the Ministry of Education may abound. The researcher believes that this may be as a result of principals' supervisory behaviour and teachers' job attitude. It has become necessary that relationship between supervisory behaviours applied by principals on one hand and teachers' job attitude on the other hand be investigated.

Organizational Theory (Hatch, 2008)

Hatch (2008) explains an organizations' effort to institutionalize structural elements and processes that establish rules, policies and procedures. Therefore, institutional theory when applied to the school situation the theory explains that school leadership practice shows that rationalized myths exist in the school management profession. This means that different schools have different programmes for their schools, which are often guided by current internal and external cultural norms and pressures when making decisions regarding services and programme content rather than using the data generated from the check-list to inform students' needs it is believed that from the institutional theory perspective, sharing results of leadership programmes enhances the legitimacy, because when school principals share results with policy actors within the school, policy actors come to understand the school principal's vital role as contributors to student learning and attainment of school goals

The Human Relations Theory (Roethlisberger, Moor, and Mayo, 1998)

The human relations theory was propounded by F. J. Roethlisberger, W. E. Moore, and E. Mayo in the United States of America in 1998. The theory stems from the understanding that the co-operation of workers is desirable for the attainment of the objectives of high productivity and industrial peace. It contends that workers would be better motivated if they are treated like human beings rather than as irrational objects. For instance, by making them have a feeling that the organization accords them recognition by involving them in the decision-making process. In the light of the theory the teacher is to be perceived in terms of his membership of a decision-making group rather than as an individual, consequently, his behaviour is seen as a response to group norms rather than simply being directed by financial consideration. Teachers should then be expected to react to group norms so that when they are given the opportunity to take part in management decision making, they are likely to respond positively to organizational issues.

Purpose of the Study

The main purpose of this study is to examine principals' supervisory behaviour and teachers' job attitude in secondary schools in Ikono Local Government Area. Specifically, the study's purposes are as follows:

1. To examine the relationship between principals' instructional evaluation ability and teachers' job attitude in secondary schools in Ikono Local Government Area.
2. To examine the relationship between principals' classroom observation and teachers' job attitude in secondary schools in Ikono Local Government Area.
3. To examine the relationship between principals' involvement of teachers' in decision making in secondary schools in Ikono Local Government Area.

1.4 Research Questions

This study sought to answer the following questions:

1. What is the relationship between principals' instructional evaluation ability and teachers' job attitude in secondary schools in Ikono Local Government Area.?
2. What is the relationship between principals' classroom observation and teachers' job attitude in secondary schools in Ikono Local Government Area?
3. What is the relationship between principals' involvement of teachers' in decision making in secondary schools in Ikono Local Government Area?

Null Hypotheses

The following hypotheses were tested in the course of the study:

1. There is no significant relationship between principals' instructional evaluation ability and teachers' job attitude.
2. There is no significant relationship between the principals' classroom observation ability and teachers' job attitude.
3. There is no significant relationship between principals' involvement of teachers in decision-making and their job attitude.

Methodology

Ex-post facto survey design was used in the study. this design is effective when the events have taken place and the data are already in existence. It is a systematic empirical study in which the researcher does not in any way control or manipulates independent variables because the situation for study has already existed or has already taken place. The design according to Ndiyo (2005) is more inclined to data gathering than to variable manipulation. Principals' supervisory behaviours and teachers' job attitude. The study was conducted in Ikono Local Government Area of Akwa Ibom State. Ikono is located in the south east of Nigeria and is a local government area of Akwa Ibom State. The Local government area has its headquarters at Ibiaku Ntuk Okpo. The Local Government Area has a total population of 131,673, National Population Commission (2006). The population of this study was 360 teachers in all the 13 public secondary schools in the Ikono Local Government Area of Akwa Ibom State. Data from the Akwa Ibom State Secondary Education Board (SSEB) indicate that there are 13 public secondary schools in the area. the choice of the teachers as the population for this study is based on the fact that they are those concerned in the school decision-making process. They are therefore, in a better position to give reliable information on their decision-making participation and job attitude.

The researcher used a total of 255 teachers for the study. in selecting the teachers, the stratified random sampling technique was used. In this technique, the researcher stratified the local government area into five educational zones and in each of the zones, one school was selected. In each of the five schools, 51 teachers (23 male and 28 female) teachers were selected to take part in the study. to select the teachers, 51 pieces of papers were folded with "Yes" options, while the remaining were "No" options for the teachers to pick. Those teachers who picked the "yes" options were set aside and used for the study.

In this study a researcher-made questionnaire titled "Principals' Supervisory Behaviours and Teachers' Job attitude Questionnaire (PSBTAWQ)" was used for data

collection. The instrument was divided into three Sections (A, B and C) with 40 items. Section A was made up of 2 items on the respondents' personal data such as sex and years of service, while section B, which was divided into five parts contains 25 items, which were structured using a four-point response options of Strongly Agree, Agree, Disagree and Strongly Disagree. Part I contains 5 items for principals' instructional evaluation, Part II contains 5 items for principals' classroom observation and Part V contains 5 items on principals' involvement of teachers in school decision making. Section C of the questionnaire contains 10 items for measuring teachers' job attitude. According to Ndiyo (2001) an instrument for data collection must be presented for face validation before it is deemed valid for administration to the respondents. Based on this, the researcher after constructing the questionnaire presented it to three experts of educational evaluation from the university of Uyo, Uyo who independently carried the face validation of the instrument before it was administered. Thus, it can be said that the instrument had face validation, which is necessary for its use for a research purpose.

To ascertain the reliability index, the researcher administered the questionnaire to 20 neutral subjects who did not take part in the main study. data collected from the pilot group were analysed using Cronbach Alpha Reliability Method. The overall correlation coefficient obtained was 0.83. This was reasonable estimate of internal consistency of the instrument. Therefore, the instrument was considered good enough to reliably asses the respondents on the variables under investigation. The researcher visited the sampled schools and obtained permission from the authorities of the different schools to carry out the research. The instrument was administered personally by the researcher to the respondents in their different schools during school hours. The copies of questionnaire were collected from the respondents the same day immediately after completion.

Scoring of Instrument

Data collected from the questionnaire were presented in tables and analysed according. In scoring, the 4-point scale was used as follows:

Strongly Agree	SA	-	4 point
Agree	A	-	3 point
Disagree	D	-	2 point
Strongly Disagree	SD	-	1 point

All positively worded items were scored from 4 to 1, while the negatively worded items were scored from 1 to 4.

Result

Research Question1: what is the relationship between principals' evaluation ability and teachers' job attitude?

Research Hypothesis 1: There is no significant relationship between principals' instructional evaluation ability and teachers' job attitude

Table 1: Pearson product moment correlation of principals' instructional evaluation ability and teachers' job attitude

Variables	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum XY$	r
Principals' Instructional Evaluation Ability	11992	98861		
Teachers job Attitude work	12488	101094	110894	0.707

*Significant at .05 level; critical $r = 0.124$; $df = 253$

The analysis of the relationship between principals' instructional evaluation ability and teachers' job attitude shows a calculated r-value of 0.707 which is found to be greater than the critical r-value of 0.124 at .05 significance level and 253 degree of freedom. With regards to the research questions, the r-value of 0.707 implies that there is a high positive relationship between principals' instructional evaluation ability and teachers' job attitude. Since the calculated r-value is greater than the critical value then the null hypothesis, which stated that there is no significant relationship between principals' instructional evaluation ability has a significant relationship with teachers' job attitude.

Research Question 2: what is the relationship between principals' classroom observation ability and teachers' job attitude?

Research Hypothesis 2: There is no significant relationship between principals' classroom observation ability and teachers' job attitude.

Table 2: Pearson product moment correlation of principals' classroom observation ability and teachers' job attitude

Variables	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum XY$	r
Principals' Classroom Observation Ability	10906	90248		
Teachers job attitude	12488	101094	110826	0.252

*Significant at .05 level; critical $r = 0.124$; $df = 253$

The analysis on Table 2 indicates a calculated r-value of 0.252 which is found to be greater than the critical r-value of 0.124 at .05 significance level and 253 degree of freedom. Considering the research question, the r-value of 0.252 is found to be a low positive relationship between principals' classroom observation ability and teachers' job attitude. Since the calculated r-value is greater than the table value then the null hypothesis which stated that there is no significant relationship between the principals' classroom observation ability and teachers' job attitude is rejected in favour of the alternative hypothesis. The implication is that principals' classroom observation ability and teachers' job attitude has a significant relationship with teachers' job attitude.

Research Question 3: what is the relationship between principals' involvement of teachers' decision making and their job attitude?

Research Hypothesis 3: There is no significant relationship between principals' involvement of teachers' decision making and their job attitude.

Table 3: Pearson product moment correlation of principals' involvement of teachers in Decision-Making and Teachers' Job attitude

Variables	$\sum X$ $\sum Y$	$\sum X^2$ $\sum Y^2$	$\sum XY$	r
Principals' Involvement of teachers in decision-making	20125	114120		
Teachers Job attitude	12488	101094	187549	0.653

*Significant at .05 level; critical $r = 0.124$; $df = 253$

Data analysis as presented on Table 3 shows a calculated r-value of 0.653 which is found to be greater than the critical r-value of 0.124 at .05 significance level and 253 degree of freedom. From the research question's perspective, the calculated r-value of 0.653 shows a high positive relationship between principals' involvement of teachers in decision-making and teachers' job attitude, similarly, since the calculated r-value is greater than the critical r-value then the null hypothesis, which stated that there is no significant relationship between principals' involvement of teachers in decision-making and their job attitude stands rejected, while the alternative hypothesis is upheld. This infers that there is a significant relationship between principals' involvement of teachers in decision-making and teachers' job attitude.

Discussion of Findings

Principals' Instructional Evaluation Ability and Teachers' job Attitude.

The finding of the study revealed that principals' instructional evaluation ability has a significant relationship with teachers' job attitude. The new hypothesis was rejected in favour of the alternative hypothesis since the calculated r-value was greater than the critical r-value

when compared at .05 alpha level. This finding infers that teachers' job attitude greatly depends on the principals' ability to evaluate instructional procedure of every teacher effectively. The finding is in support of the finding of Frase (2013) who maintained that recognition and feedback have been viewed as important motivators for teachers, so it would seem that evaluation is an obvious vehicle for using these incentives to direct the teachers on the path toward professional growth and improvement. Petterson (2015) also concluded that it is the duty of principal to supervise the instructional evaluation effectively to ensure good academic performance of students and teachers' effectiveness. For instance, a principal who is well vested with the knowledge of instructional evaluation will show the teachers what to do and when to it. A situation where the principal lacks the ability to evaluate instructional activities, teachers are more likely to perform their duties as they like.

Principals' Classroom Observation Ability and Teachers' Job Attitude

Findings on hypothesis two revealed that principals' classroom observation ability and teachers' job attitude have a significant relationship with teachers' job attitude. The null hypothesis, which earlier predicted that principals' classroom observation ability has no significant relationship with teachers' job attitude, was rejected, while the alternative hypothesis was retained. The finding corroborates with the finding of Ofoeghu (2021) who concluded that when classroom observations are done well-by trained observers, observation become mere compliance exercises. This is why many states and districts are working so hard to develop the crucial systems and supports that enable evaluators to conduct high-quality observations.

Principals' Involvement of Teachers in Decision-making Process

In hypothesis 3 the findings revealed that principals' involvement of teachers in decision-making process significantly related to teachers' job attitude. The findings were authenticated when the calculated r-value was found to be greater than the critical r-value when compared at .05 significance level. The findings therefore infer that when teachers are actively involved in the school decision-making process, they tend to abide by the decision's changes automatically to a positive one and vice versa. The finding is in line with the finding of Friedman (2001) who maintained that, insufficient decision-making participation influenced effectiveness of teachers. Hipps and Halpin (2002) also revealed a positive correlation between participation in decision making and teachers' productivity. The logic here is that by involving teachers in decisions that affect them and by increasing their autonomy and control over their work lives, employees would become more motivated, more committed to the organization, more productive and more satisfied with their job. Ekara (2009) also found out that teachers who had opportunity to participate, always and actively in decision-making processes of the school were more enthusiastic about their system than those who had limited opportunity to participate. Collaboration and collegiality are very important in today's modern schools.

According to Burke and Fessler (2003), teachers are the central focuses of collaborative approach to supervision. Collaborative approaches to supervision are mainly designed to help beginning teachers and those who are new to a school or teaching environment with the appropriate support from more experienced colleagues.

Conclusion

Based on the findings of the study the researcher concluded that:

Principals' instructional evaluation ability is significantly related to teachers' job attitude. In other words, Effective principals' instructional evaluation has positive relationship to teachers' job attitude is significantly related. Principals' observation of teachers is a strong determinant of teachers' job attitude. In other words, teachers who are constantly and positively observed by their principals are more likely to show positive job attitude than those who are not motivated by their principals.

When teachers are actively involved in the school decision-making process, they tend to abide by the decision's changes automatically to a positive one and vice versa. The logic here is that by involving teachers in decisions that affect them and by increasing their autonomy and control over their work lives, employees would become more motivated, more committed to the organization, more productive and more satisfied with their job.

Recommendations

1. Principals should give correct and accurate information the teachers and on time to guard against misunderstanding and misinterpretation of information.
2. Education officials and schools should give attention in building the capacity of those involved in instructional evaluation and supervisory by arranging frequent supervisory training.
3. Principals should allow teachers to participate in decision making for better performance towards achieving the educational goals and objectives.
4. Principals should ensure a free-flow of communication between themselves and the teachers.
5. Government through the Ministry of Education should train and re-train principals in knowledge and skills in the field of supervision.

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