

A SELF-RATING SCALE FOR SCHOOL SUPERINTENDENTS OF
CITIES OF THE SECOND AND THIRD CLASSES

A THESIS
SUBMITTED TO THE DEPARTMENT OF
EDUCATION AND THE GRADUATE COUNCIL OF THE KANSAS STATE
TEACHERS COLLEGE OF EMPORIA IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF SCIENCE

BY

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CHAPTER I

INTRODUCTION

The Nature of the Study

This study has as its main objective the making of a self-rating scale for the second and third class city superintendent.

Efficiency in every line of human endeavor depends upon ability to observe and evaluate the results which are secured. It is evident that a large per cent of failures among the teaching profession can be charged directly to a lack of knowledge of facts and the ability to evaluate and analyze the difficulties of the position. Constant changes occur in the field of education as in every other line of human action. The methods of yesterday do not exist to-day. Insistent demands for increased efficiency prevent the school superintendent from resting complacently on his past laurels.

The problem of self-rating scales has given a standard by which superintendents may check themselves for the weaknesses which otherwise would never be noticed. The object of this study is to set up a standard in order that superintendents may make a self-analysis of their positions which will enable them to see the desirable changes that can be made.

One of the distinguishing features of a good self-rating scale is the fact that its aim is wholly constructive. This does not mean that the weak points are not brought out, but these points are followed by constructive effort to overcome these weaknesses.

Vance¹ portrays the value of the self-rating scale for superintendents in the following statement:

"In the days of scales and standards or norms, when there is a burning desire to reduce everything in the universe to the fraction, as a percentage, or segmented line, or graph, or groups thereof, one device seems to have escaped the inventive minds of the experts, namely a contrivance whereby the superintendent of schools may take his own measure, quickly, accurately, and privately. Other people are constantly doing it for him with no nice scruples of accuracy or privacy, and they write his MENE EPHARSIN wholly regardless of the Ayer's Scale. They compose PRO BONO PUBLICO contributions for the local press, unmindful of Thorndike or others, and they plot the superintendent's curve of efficiency with absolutely no reference to its coordinates."

PREVIOUS STUDIES

Edwin J. Brown² has made one of the most extensive, if not the most extensive, study to date, on self-improvement through self-criticism for supervisors, supervisory-principals and helping teachers.

His scale includes personal and social qualifications and methods and principles, there are one-hundred points in the scale.

Worth McClure³ has made an investigation as follows, 1)

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- ¹ Wm. Mck. Vance. "How Shall the Superintendent Measure His own Efficiency"; in JOURNAL OF PROCEEDINGS, of the Fifty-second Annual Meeting of the National Education Association.
 - ² Edwin J. Brown. A Self-Rating Scale For Supervisors, Supervisory Principals, and Helping Teachers. Bruce Publishing Company, Milwaukee, 1929.
 - ³ Worth McClure. "The Rating of Elementary School Principals in Service"; in Elementary School Principals, National Educational Association, THE FOURTH YEAR BOOK, pp. 424-449. 1925.

the various plans of rating-schemes employed with their respective methodologies, 2) the judgment of superintendents and of principals as to the value of the principal's rating to the system and to the professional vitality of the principal.

W. L. Connor⁴ has made a rating-card, together with a list of suggestions for rating schemes to rate teachers according to the results they secure with boys and girls. He gives a history of the first co-operative rating scheme, which was made in 1917. He gives a tentative plan for rating teachers on the progress shown by the pupils.

R. W. Fairchild⁵ takes up a score card for the measuring of administrators. It gives some fundamental requisites of a successful school administrator. The scale is divided into the following groups, 1) temperament and tact, 2) clothes and scholastic degrees, 3) organization of the school, and 4) teacher problems.

T. C. Toulon⁶ has devised a rating card that is used to adequately report the work of the school and to supplement or cut down the suggested list of items on the principal's report in such a way as seemed advisable. It is based on one thousand points.

⁴ W. L. Connor. "A New Method of Rating Teachers"; in JOURNAL OF EDUCATIONAL RESEARCH, vol. 1, pp. 338-359. May, 1920.

⁵ R. W. Fairchild. "The Measure of the Administrator"; in AMERICAN SCHOOL BOARD JOURNAL, vol. 67, pp. 52-53. July 1923.

⁶ T. C. Toulon. "Score Card for the High School Principals Annual Report"; in AMERICAN SCHOOL BOARD JOURNAL, vol. 67, pp. 52-53. July, 1923.

Eula S. Williams⁷ has devised a self-rating scale to be used by school children.

W. P. Burris⁸ has devised a self-rating scale for the high school principal on the following basis, 1) personal, 2) social, 3) educational, 4) professional qualifications. Each one of the before mentioned items has a number of sub-divisions under each and the method used to score one's self is by the use of the plus and minus sign.

Franklin B. Dyer⁹ has a good self-rating scale for teachers. His study is of the personal qualifications and of the ability of the teachers.

J. S. Taylor¹⁰ has developed a self-rating scale for teachers in which he places the following as important for successful teaching, 1) scholarship, 2) preparation of work, 3) know fundamentals of drill, 4) puts over the work, and 5) interests the pupils.

Arthur S. Gist¹¹ gives in detail an account of the prin-

⁷ Eula S. Williams. "A Personality Rating Form for Elementary School Pupils"; in ELEMENTARY SCHOOL BOARD JOURNAL, vol. 34, p. 16. September, 1933.

⁸ W. P. Burris, "Proposed Scale for the Rating of School Principals"; in Department of Elementary School Principals, National Education Association, THE SECOND YEAR BOOK, pp. 462-464. 1913.

⁹ Franklin B. Dyer. "Questions on Teaching to Help Teachers Make a Self-examination to find ways of self-improvement"; in ATLANTIC EDUCATIONAL JOURNAL, vol. 11, pp. 343-344. March, 1916.

¹⁰ J. S. Taylor. "Mr. Fichandler's Self-Rating Scheme"; in SCHOOL AND SOCIETY, vol. 5, pp. 173-174. February 1917.

¹¹ Arthur S. Gist. The Administration of an Elementary School. Charles Scribners and Sons, New York. 1928. pp. 308.

cipals and their duties as administrators, community leaders, publicity men, and their personal problems.

John C. Almack., and James F. Bursch¹² state the duties of the consolidated school principal. They based their facts upon a study of state laws and regulations of school boards.

Ralph I. Underhill¹³ gives in his article some good suggestions for the building of a self-rating scale for superintendents.

F. C. Landsittel¹⁴ made an intensive study of the making of a score card. He made one based on one thousand points consisting of, 1) teaching skill, 2) power to discipline, 3) personality, 4) initiative, 5) studentship, and 6) cooperation.

Raymond E. Kent¹⁵ says, "That all the teacher's work including every major factor of it, should be considered in making a self-rating scale, but these factors should be considered only with respect to what they contribute toward educational results in the children under her care." His scale was based on the following: 1) pupil schievement, 2) merit in mechanics, 3) merit as a social worker, 4) personality.

¹² John C. Almack., and James F. Bursch. The Administration of Consolidated and Village Schools. Houghton Mifflin Company, Boston, 1925. pp. 466.

¹³ Ralph I. Underhill. "Ear Marks of a Good Principal"; in SCHOOL EXECUTIVE MAGAZINE, pp. 156-157. December, 1931.

¹⁴ F. C. Landsittel. "Score Card of Method of Teacher Rating"; in EDUCATIONAL ADMINISTRATION AND SUPERVISION, vol. 4, pp. 297-309. June, 1918.

¹⁵ Raymond E. Kent. "What Should Teachers Rating Schemes Seek to Measure"; in JOURNAL OF EDUCATIONAL RESEARCH, vol. 2, pp. 802-807. 1920.

H. A. Bone¹⁶ has devised a scale on how a teacher may measure her own work. His scale is as follows, 1) in relation of class room teacher by results shown by the pupil, 2) in the relation of a member of the school faculty, 3) in the relation to a member of a larger community.

Bertha Y. Hebb¹⁷ has a complete bulletin on samples of teacher self-rating cards. She has given in this bulletin nine different schemes. The one from Minneapolis, Minn., on self-rating teacher ability seems to be the most thorough of those she has listed. It takes up pupil response, spirit of teaching, lesson conduct, lesson assignment, and lesson preparedness.

Rose A. Carrigan¹⁸ has given a score card divided into the following points: 1) there were evidences of sufficient preparation on the part of the teacher, 140 points. 2) the background or workshop, 250 points. 3) the work done, 375 points. 4) the child, 375 points. 5) Total one thousand (1000) points. This scale points out the need of a few simple but well organized standards for the guidance of supervisory officers.

¹⁶ H. A. Bone. "Criteria by Which a Teacher May Measure Her Work"; in HIGH SCHOOL QUARTERLY, vol. 7, pp. 153-155. April, 1919.

¹⁷ Bertha Y. Hebb. Samples of Teacher Self-Rating Cards. Department of Interior, Bureau of Education, Washington, D. C.

¹⁸ Rose A. Carrigan. "Rating of Teachers on the Basis of Supervisory Visits"; in JOURNAL OF EDUCATIONAL METHOD, vol. 2, pp. 48-55. September, 1922.

Arthur C. Boyce¹⁹ gives a critical discussion on all of the best known methods of rating. He has taken the best from all that he has analyzed and made a self-rating card that has been very influential in helping teachers to improve themselves through self-criticism. This study is very old, yet it has some valuable material in it.

William C. Cook²⁰ states in a history of self-rating scales that the first schemes were originated by Elliot and Boyce. His criticism was that there is uncertainty as to what should be included in a rating card and in the number of points to be used. He advocates that teachers help make a score card and that they be rated at the beginning of the school year and again about six months later for use of comparison.

William S. Gray²¹ says that self-rating scales direct the teacher's attention to significant problems of teaching; they lead to a careful analysis of strong and weak points; they lead secure for the principal a body of knowledge concerning the needs of the teachers.

Adah H. Hess²² has developed a good rating-card to be

¹⁹ Arthur C. Boyce. "Methods of Measuring Teacher's Efficiency"; in The National Society for the Study of Education, FOURTEENTH YEAR BOOK. Public School Publishing Company. 1915.

²⁰ William C. Cook. "Uniform Standards for Judging Teachers in South Dakota"; in EDUCATIONAL ADMINISTRATION AND SUPERVISION, vol. 7, pp. 1-11. January, 1921.

²¹ William S. Gray. "Rating Scales, Self-Analysis, and Self-Improvement of Teaching"; in SCHOOL REVIEW, vol. 29, pp. 49-57. January, 1931.

²² Adah H. Hess. "Teacher Rating as a Means of Improvement in Teaching Home Economics"; in JOURNAL OF HOME ECONOMICS, pp. 85-90. February, 1922.

used by supervisors as follows, 1) techniques and results of instruction, 2) class room management, 3) educational, personal, and social qualifications.

J. W. Crabtree²³ has a good discussion on rating teachers. He has a card to be used by supervisors and professors in order that they might improve their own work through self-criticism.

Katherine Cranor²⁴ takes up the educational and social qualifications and under that is listed, 1) liberal education, 2) tact, 3) tolerance, 4) poise, 5) appearance, and 6) the relationship with teachers.

H. O. Rugg²⁵ says that rating scales are an effective method of training of teachers in service, developing objective measures in efficiency for administration and purpose of making and promotion. He says not to use just one scale but an average of several.

P. R. Spencer²⁶ has developed a self-rating scale in which he includes the following standards, 1) relationship with the pupils, 2) vocational guidance, 3) standardized educational

²³ J. W. Crabtree. "Rating of Teachers"; in PROCEEDINGS OF THE NATIONAL EDUCATION ASSOCIATION, vol. 53, pp. 1165-1167. 1915.

²⁴ Katherine Taylor Cranor. "A Self-Rating Card for Supervisors as an Aid to Efficiency in School Work"; in EDUCATIONAL ADMINISTRATION AND SUPERVISION, vol. 7, pp. 91-102. February, 1921.

²⁵ H. O. Rugg. "Self-Improvement of Teachers Through Self-Criticism"; in ELEMENTARY SCHOOL JOURNAL, vol. 20, pp. 670-684. May, 1920.

²⁶ P. R. Spencer. "A High School Principal's Self-Rating Card"; in SCHOOL REVIEW, vol. 30, pp. 268-273. April 1922.

tests to be used in measuring the classroom instruction, 4) improving and meeting individual needs, 5) improving class room instruction, 6) giving physical examinations and correcting the errors.

S. G. Rich²⁷ takes up in his scale the prompt and effective method of supplying the physical needs, power to cooperate with the staff, and maintaining the prestige of the school and the profession.

Ellwood P. Cubberley²⁸ in his book Public School Administration takes up the different phases of the superintendent's work as follows, 1) superintendent as an organizer, 2) as an administrator, 3) as a supervisor, and 4) as a community leader.

E. W. Cober²⁹ divides the superintendent's duties into administrative (annual and semi-annual), daily routine, and miscellaneous.

THE SCOPE OF THE STUDY

The scope of this study includes an analysis of over one-hundred self-rating scales and criteria made by superintendents,

²⁷ Stephen G. Rich. "Rating of Principals and Superintendents"; in EDUCATION, vol. 42, pp. 496-500.

²⁸ Ellwood P. Cubberley. Public School Administration. Chapters 15-21-22. Houghton Mifflin Company, Boston, 1929. pp. 710.

²⁹ E. W. Cober. "The Principal and His Professional Growth"; in Department of Elementary School Principals, National Education Association, THE THIRD YEAR BOOK, vol. 3, no. 4, July 1924.

supervisors, principals, and students in education. It includes self-rating scales for personality, social and professional qualifications, speech, and personal appearance.

THE PURPOSE OF THE STUDY

This study is for the purpose of taking a step toward a self-rating scale for the superintendent. The superintendent needs some measure whereby he may measure his own work and not leave it to those who are unqualified to do so.

THE METHOD OF PROCEDURE

In the collection of data for this study the writer used those qualifications that were most frequently used: those that have been used in the most recent publications, and those that were mentioned by writers who are an authority in their respective fields.

The writer found that the superintendent's duties have been divided in the following way by most of the authentic writers: 1) administrative duties, 2) supervisory duties, 3) clerical duties. Listed under each of these headings there were qualifications which every superintendent should know and follow.

SOURCES OF DATA

The information for this study was gathered from writers in the field of education, who have spent a large amount of their time in helping and aiding superintendents, supervisors,

principals, and teachers by means of self-criticism and self-improvement through self-rating schemes, also from the writer's own experience as a teacher and superintendent for nine years.

DEFINITION OF TERMS

1. Professional: Preparation of a technical nature.
2. Grasp of subject matter: Command of information to be taught or the skill to be developed.
3. School and community interest: Interest in the life of the school and of the community.
4. Interest in the lives of the pupils: Desire to know and help pupils personally, both as to their present condition and future prospects.
5. School management: Includes mechanical and routine factors: Saving time and energy by reducing frequently recurring details to mechanical organization.
6. Discipline: Character of order maintained and skill shown in maintaining it.
7. Technique of teaching: Definiteness and clearness of aim.
8. General appearance: Physique, carriage, dress, and personal neatness.

CHAPTER TWO

THE SELF-RATING SCALE

I. To what extent am I successful in establishing relationships with teachers which reflect on the general efficiency of the school which I represent?

A. In that I have been able to carry through a supervisory program while carrying on the details of daily work?

	S	Vg	Av	F	P
1. Do I keep in mind that supervision has as its primary aim the improvement of instruction and as a result, center the thinking of the group on one subject for a definite period of time?					
2. Have I aided the teacher in seeing clearly the aims of instruction?					
3. When I find weaknesses in instruction do I make definite constructive criticism?					
4. Do I find good clear cut reasons in terms of fundamental principles when I disapprove or approve work done by the teachers?					

17. Do I enter into the discussion of a conference cheerfully and open-mindedly?
18. Do I use notes or outlines when going over the work with the teacher?
19. Do I confine the conference to a few vital points at a time?
20. Do I ask for and provide for conferences on my observations at such times as are suitable for the teacher and that are not unduly disturbing to the regular work?
21. Do I listen carefully to all questions the teacher asks?

S	Vg	Av	F	P

C. In that I assist the teachers with their problems of teaching?

22. Am I willing to sit down and analyze study difficulties that I have observed during my visit?
23. Have I aided the teacher in securing live topics for class room work?

S	Vg	Av	F	P

33. Have I made the teachers feel that every piece of school machinery must give an educational account of itself?
34. Do I give definite assistance in suggesting reading, extension classes, and summer school courses?
35. Have I aided teachers in developing devices for self competition?
36. Do I stimulate interest in the measuring field that a teacher may question the validity and reliability of her measuring devices?

S	Vg	Av	F	P

D. In that I have developed unity of purpose for the entire staff?

37. Are all my teachers apparently cooperating in their work?
38. Have I set up a goal toward which each teacher may be attracted?

S	Vg	Av	F	P

39. Do I prevent outside pressure from political or social sources from interfering with authority or influence of my staff?
40. Do I willingly provide and take an active part in the recreational programs for my staff?

S	Vg	Av	F	P

E. In that I wisely administer the teachers meetings?

41. Do I have regular scheduled meetings that begin on time, go forward with increasing interest and stop on time?
42. Am I willing for my teachers to be the conferees in the meetings?
43. Are the topics of interest and value to the group?
44. Do I urge my teachers to make the program for the meetings?
45. Do I encourage teachers to lead the discussion on problems that are of interest to them?

S	Vg	Av	F	P

46. Do I prepare the teachers for
the meetings by giving out
mimeographed bulletins or out-
lines in advance?

S	Vg	Av	F	P

II. To what extent have I been successful in establishing such superintendent-pupil relationship that the entire school reflects a desirable unity of purpose?

A. In that I take into account the pupil's interest in planning the school's program?

1. Do I consistently and systematically examine work done by pupils to determine if there is any possibility of my being helpful in ways previously neglected?
2. Do my pupils think it a pleasure and an honor to visit me in my office?
3. Do I use such ability as I have to arouse individual initiative among the pupils?
4. Do I take a sympathetic and personal interest in the exceptional child to the extent that I do something to make his school work more pleasant?
5. Do the pupils feel free to call on me to referee a ball game, play base ball, or take part in any other way in their fun?

S	Vg	Av	F	P

18. Do I provide books on health and safety mainly as sources of information relating to problems of interest to the pupils and not for lesson-learning recitation purposes?
19. Do I provide some means for the care of the children before school?
20. Do I provide for the supervision of the lunch room?

S	Vg	Av	F	P

C. In that all my extra-curricular activities have some intrinsic educational value, and are they worth while from an educational point of view?

21. Do I willingly provide inter-class and inter-school contests?
22. Do I encourage sports as a training for the pupils in courtesy, showing respect for officials, fair play and being good losers?
23. Do I encourage musical activities in the school?
24. Do I utilize appropriate projects as means of motivating drawing and other activities?

S	Vg	Av	F	P

25. Do I encourage and sponsor
Boys and Girls Scout and Camp
Fire organizations?

S	Vg	Av	F	P

D. Do I have for my prime purpose of all regulations and machinery the attendance enforcement the establishment of habits of punctuality and regularity?

26. Do I understand the boy's code of honor, and willingly accept it in case of trouble in the school?

27. Do I adjust the punishment to the motive and to the pupil?

28. Do the pupils apparently like to have me decide their differences, knowing that they will get a fair deal?

29. Do I secure the cooperation of the truancy officer?

30. Do I make the pupils feel that I am a "square shooter and a good sport"?

31. Do I have the teachers to supervise the playground activities, and organize the activities and keep them running smoothly and freely?

S	Vg	Av	F	P

32. Do I have fire drills?

S	Vg	Av	F	P

III. Am I successful in interpreting my school to the community to the extent that the school receives the utmost financial, social, and cooperative support?

A. Am I thoroughly familiar with the sources of income in my community and do I use this knowledge in planning for the future expenditures of the school?

1. Do I always invite the community to see school exhibits?
2. Do I make contacts with the community organizations?
3. Do I invite leading citizens of the community to appear on my assembly programs?
4. Do I secure the cooperation of the civic clubs, and other agencies of social uplift in aiding all school projects?
5. Do I participate in and instigate civic educational affairs of the community involving student welfare?
6. Am I courteous and pleasant in all my dealings with the public?
7. Do I interpret my educational program to the community through

S	Vg	Av	F	P

the school paper, band, glee clubs, and programs?

8. Do I have regular office hours and am I found in the office only at these hours?

9. Do I keep myself cheerful, natural, and human during the school year?

S	Vg	Av	F	P

IV. To what extent have I been successful in establishing such relationships with the board of education that the entire school reflects their hearty cooperation?

A. In that the board of education thoroughly understands the school's program.

1. Do I familiarize the members of the board of education with the needs of the school during the year in order that they may understand the demands called for in the budget?

2. Do I aid the secretary in keeping a record of all meetings of the board of education?

3. Do I make one person responsible for the purchase of regular supplies?

S	Vg	Av	F	P

- 4. Have I developed a code of ethics for the board of education?
- 5. Are the duties of the board of education clearly defined?
- 6. Do I keep the board of education informed on what is being done in other schools in order that we may be more cooperative in building our own school to higher standards?

S	Vg	Av	F	P

V. To what extent am I successful in that my personal and social qualifications reflect on the general efficiency of the school which I represent?

A. Am I clean in my personal habits?

- 1. Do I wash my teeth each morning before school?
- 2. Am I free from halitosis?
- 3. Do I shave every day (men)?
- 4. Are my nails and hands clean in the morning?

S	Vg	Av	F	P

B. Do I recognize the importance of trimness in dress and general appearance?

- 5. Am I neat and clean in dress and appearance?

S	Vg	Av	F	P

6. Is my hair neatly trimmed and combed?
7. Are my shoes kept well shined?
8. Am I careful to start the day with clean linen?

S	Vg	Av	F	P

C. Am I happy and contented while taking a part in the social activities with my staff?

9. Do teachers welcome me to the play ground?
10. Do I aid in planning recreation for my staff?
11. Have I aided my teachers to play together thus breaking down barriers of restraint?

S	Vg	Av	F	P

D. Do I possess abounding energy and good health?

12. Am I always on the job?
13. Am I cheerful and happy at the end of the day?
14. Do I enjoy a good joke, even if it is on myself?
15. Am I professionally enthusiastic?
16. Do I work as hard and as much as my teachers?

S	Vg	Av	F	P

E. Am I optimistic and cheerful in the face of obstacles and difficulties?

17. Do I carry an atmosphere of good fellowship at all times?
18. Do I maintain an even disposition?
19. Am I good natured?
20. Can I reason a situation or difficulty through to a logical, helpful remedy?
21. Do I deliberately offer encouragement?

S	Vg	Av	F	P

F. In that I am contributing to the institution of which I am a member, by reading professional literature and books, and contributing to its professional growth?

22. Do I read the newspaper daily?
23. Do I know three of the leading text books in each field of the subjects offered in my school?
24. Do I promote professional organizations in the community?
25. Do I publicly express approval of the school system in which I work, seeing at the same time its weaknesses and seeking to improve them?

S	Vg	Av	F	P

26. Do I willingly attend the county and state teachers meetings for the purpose of obtaining new ideas that I might be able to make my school better?
27. Do I contribute to the professional growth of the superintendent's organization of the county in which I work?

S	Vg	Av	F	P

CHAPTER III

SELECTION OF ITEMS TO BE CONSIDERED

The information for this study was gathered from writers in the field of education who have spent a large amount of their time in helping and aiding superintendents, supervisors, principals and teachers.

In the scale the main qualities are a part of the structure for the three following reasons:

1. Frequency of mention. In studying the field of education the writer noted that the leading educators were very consistent in listing the same qualifications that a successful superintendent should possess. The writer has used these qualifications as desirable traits for a superintendent.

2. Recency of mention. Realizing that education is an institution of continuous growth, the writer listed the qualifications most frequently used by the more recent writers.

3. Weight of authority. In search for the most desirable qualifications for a superintendent to possess the writer gave considerable weight to those qualifications listed by educators who have made several contributions to the field of education and are considered by other educators as an authority in their field.

In selecting the items to be analyzed the writer has found the counsel of many writers in the field to be of invaluable

assistance. A large number of writers, (7)* (8) (17) (20) (28) (30) (34) (42) (48) (70) (73) (97) emphasize specifically the superintendent's obligation to his teachers in a supervisory capacity. That he should keep in mind that supervision exists primarily for the child's good is a common conception (7) (48) (51) (65) (73) (75) (97). Aiding the teacher in clarifying her thinking and calling her attention to significant problems of teaching is required of a supervisor (7) (8) (11) (17) (48) if supervision is to mean anything. Supervision should proceed upon the basis of definite, well-understood standards (7). While the application of the standards and the realization of the program must be authoritative, scientific, and impersonal, there must be manifested a kindly and sympathetic spirit (7) (20) (23) (32). Supervision should lead teachers to persistent study of teaching problems, to experimentation, and to the use of the classroom as a pedagogical laboratory in which to revise and improve methods of instruction (7) (29) (41). A good supervisory plan will possess a set of clearly stated definite objectives, a clear-cut outline of the means, devices, and procedures to be utilized in attaining these objective, and a clear-cut outline of the criteria, checks, or tests to be applied to the results of supervision in order to determine the success or failure of the program (2) (6) (7) (8) (17) (20) (28) (34) (43) (51).

* In this section of the thesis numbers in parenthesis refer to corresponding numbers in the bibliography. This is done in order to avoid multiplication of foot notes.

The supervisor should enter the classroom quietly, and disturb what is in progress as little as possible (2) (5) (7). He should make his presence in the room as little noticed as possible, and gradually train both teachers and pupils to go on with their work and pay little attention to his presence (5) (12) (67). His professional visits should convey the feeling of personal interest in that particular room (2) (5) (7) (8) (19) (28).

A verbal conference always gives an opportunity for questions and answers and for a tactful, sympathetic putting of criticisms and suggestions that no letter to a teacher can ever afford (23). He should enter into the discussion of the conference at such times as are suitable for the teachers and that are not unduly disturbing to the regular work (1) (2) (7) (12) (19) (26) (36) (42).

An important purpose of classroom supervision, in addition to improving the teacher's technique, should be to liberate her and gradually free her from set procedure and definite prescriptions (23) (31). No phase of the supervisor's work calls for such professional grasp as do these conferences with his teachers in which the problems are discussed (23) (41) (50). He must be sure of himself and of the reasons he gives for his decisions must be founded on sound educational theory and practice (23) (51) (65).

While the theoretical presentation of a problem and its solution has its place, the practical demonstration also has its function (23) (73) (75). The demonstration lesson has possibilities that as yet have been but little utilized. As one writer

puts it, (23) "some of the most expert teaching power of our best teachers is going to waste as far as imparting this power to others is concerned."

Another method of improving instruction is by visitation among the staff (3) (7) (10) (20) (30) (31) this can be made useful and helpful if the visiting is done under direction, if it is arranged for with thought, and if some report on the visiting is expected (23). The supervisor should encourage improvement in instruction through self-rating (23) (29) (31) (51) (60) (64).

Supervision should represent "democratic leadership in a group of co-workers who have a unity of purpose (23) (30) (42), to the end that the pupils of the schools may make the largest possibly growth in desirable ideals, interests, knowledge, powers, and skills, with the least waste of energy, and the greatest amount of satisfaction to all concerned." All teachers should be striving toward a common goal (1) (11) (14) and apparently co-operating in their work (5) (8) (9) (94).

- Perhaps the matter of first importance for the principal or superintendent who would be a leader in his profession is that he become fully imbued with the professional spirit (23). Another characteristic, essential to educational leadership, and usually necessary in other sorts, is the ability to get along well with people (1) (5) (17) (21) (31) (32) (37) (42) (75) (82). The Spaniards call this quality the don de gentes, or the gift of the people. Man expresses himself best through the organized institutions of society (23).

The superintendent should use every endeavor to make his

teacher's meetings live, interesting and profitable (3) (5) (7) (14) (17). In a general way they should aim to develop and strengthen a spirit of unity, loyalty, and ambition among the teachers (23). Most teachers are anxious to grow, and it is the chief duty of the principal to stimulate them and help them to do so (21) (23).

Cubberley (23) discusses the school spirit as a means for the superintendent to build up a desirable unity of purpose between the superintendent and the pupils. A busy school (3) (6) (7) is almost sure to be an interested and easily controlled school. As a means of awakening school spirit and loyalty on the part of the pupils the pay entertainment to raise money for some good school purpose doubtless exceeds in value the free exhibition of the school's work, because it develops team work and group cooperation for success much better than does the free-exhibition type (3) (5) (13) (21) (23) (31) (41) (43) (52).

To be selected to umpire a ball game or to referee a contest is an honor the superintendent should be glad to accept (5) (17) (19) (23) (29) (32).

While the work of school sanitation, health supervision, health teaching, physical education, and child hygiene each represent a special field, for which in large school systems expert service is usually provided, there is nevertheless a certain amount of knowledge as to each subject that is common and of which the superintendent should be cognizant. The health program should be such that its influence is felt in the community (1)

(15) (21) (23) (43) (50). Athletics offer a fine opportunity to the superintendent to organize the pupils into groups (23) (42) (52) (66) (91) in a way that will do much to develop leadership and give the superintendent an opportunity for health exercises and health talks (23).

The Boy Scout and Camp Fire Girls or the Girl Scout organization ought to find a place in each school (13) (23) (95). The Junior Red Cross, school health leagues, and school civic leagues for the study and enforcement of local regulations (23) (59) (73) have been made valuable adjuncts to school work in many places.

The need for making friends outside the teaching force, for finding wholesome modes of recreation, for assuming obligations in church, or club, or charitable work are factors with which the superintendent should wish to concern himself (7) (21). The superintendent should be a leader in the community (7) (13) (22) (95) (97) and should do all he can in interpreting his school program to the community (1) (13) (23) by making contacts with his community by using the school paper (23) and inviting leading citizens to appear on the school program (66) (75) (81).

The relationship that exists between the board of education and the superintendent should reflect their hearty cooperation (23). The superintendent should familiarize the board of education with the needs of the school during the year in order that they might understand the demands called for in the budget (33) (35) (43) (52) (66).

Burton (7) discusses to some extent the influence of per-

sonal equipment upon the efficiency of supervision. Other writers (6) (8) (11) (16) (20) (28) (37) (41) (48) (51) (59) (61) (82) (87) (96) (99) give considerable weight to these personal qualifications. When one speaks of personal equipment he considers such matters as qualities of leadership, general intelligence, health, tact in social contact, personal appearance, ethical character, common-sense judgment, self-control under stress, broadmindedness and initiative (7) (8) (11).

CHAPTER FOUR

SUGGESTIONS AND CONCLUSIONS

This study has for its main objective the making of a self-rating scale for the second and third class city superintendent. Its purpose is not only to measure the efficiency of the superintendent's work, but also to call his attention to certain desirable qualifications, with the hope that the scoring of the various points may lead to reflection along these lines and result in a higher ideal and standard of educational efficiency.

As has been mentioned elsewhere in this study, the superintendent has not profited by the opportunity to rate himself as to his efficiency but has been rated consistently by the public which is poorly qualified to do this. With a self-rating scale, which may be used for self-improvement, the superintendent can more readily see his strong and weak points and seek to remedy them.

When the superintendent can conscientiously score himself upon certain desirable qualifications pertaining to his profession there is reason to believe that it will lead to better training, more democratic leadership, and a more helpful attitude toward his fellow workers.

The plan of self-rating undoubtedly possesses possibility for much stimulation toward professional growth. In the case of a young teacher or superintendent who is lacking in ambition and pride, a rating should serve as a legitimate and deserved warning. One of the most significant and important developments in

the field of improving personal traits has been self-rating. Interest is widespread and application in actual practice has been very rapid.

Possibly one of the weaknesses in scales as now used lies in the belief that teachers feel that the scale is something forced on them from above, and that they must live up to the scale, therefore, prohibiting self initiative.

The cooperative formulation of self-rating cards will do much to bring about agreement on the meaning of the terms and standards.

The reasons that rating schemes are not more in use is due to the fact that they have very often been used in a manner not to the best interest of the teaching profession. In the hands of an unfair, temperamental, narrowminded supervisor, principal, or politician-superintendent there is no question but that the rating scale offers unlimited opportunity for abuse. Preferably the teacher should apply the card herself several times to her work and then compare later with the supervisor's rating. In any event the card must be open to the inspection of the teacher concerned and she must have the right to question and ask for further information on any rating given her. Subjective measurements must for the present at least play a large part in any teacher-rating scheme. Improvement is possibly only when the teacher herself desires to improve; this is the one big argument for self-rating.

Rating cards have been utilized by administrators and

supervisors most commonly as devices to determine promotion and demotion, continued tenure of office and salary increase. While legitimate these are and should be but minor uses of such cards. That administration abuses in the application of rating frequently creeps in is a criticism of the rater rather than of the rating scheme; that many teachers are not motivated or improved is a criticism of the teachers rather than of the scales. Neither in the writer's opinion is sufficient reason for abandoning a device which, if properly applied, is of much assistance.

The principal purpose should be to stimulate the teacher to an intelligent self-criticism of her work. The writer suggests that the scales be more widely used and should be cooperatively developed by all concerned. When the superintendent finds that he can rate himself on a scheme that has been cooperatively made he will profit professionally through his self-criticism. Much good will result when the professional spirit of teachers reaches a level which will prevent unthinking "gossipy" criticism.

Rating cards have long been used administratively as instruments of inspection, as convenient office records, and as administrative devices relating to tenure and salary. The supervisory rating has been seriously handicapped by the long-standing fear of antagonism toward administrative rating. What is needed is a cooperatively determined scale, impersonally applied by trained experts and discussed openly and sympathetically. The ambitious and conscientious teacher can be spurred on to the eradication of some previously unnoticed defect now revealed by critical examination.

An excellent summary on self-rating scales is found in an article by H. O. Rugg¹ as follows:

.....if a rating scheme is to be truly helpful, its chief element must be self-improvement through self-rating. Improvement of teachers in service rests directly upon the initial step of self-criticism. It is conceivable that this could be stimulated by the personal exhortation of the principal. It rarely is however. It can be stimulated from within more helpfully and continuously, provided objective impersonal schemes can be developed by which teachers can be made critically conscious of their strenght and weaknesses.

¹ H. O. Rugg. "Self-Improvement through Self-Rating, a New Scale for Rating Teachers' Efficiency"; in *ELEMENTARY SCHOOL JOURNAL*, vol. 19, pp. 670-764. (May, 1920.)

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