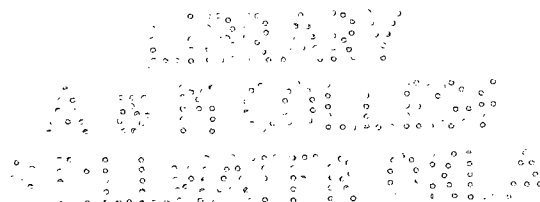


THE ELEMENTS THAT MAKE A SUCCESSFUL SUPERINTENDENT:
FROM THE TEACHER'S VIEWPOINT

THE ELEMENTS THAT MAKE A SUCCESSFUL SUPERINTENDENT:
FROM THE TEACHER'S VIEWPOINT

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PREFACE

This work was begun during the school year of 1940 and 1941, and completed during the summer of 1941.

In observing the practice generally followed, especially in the smaller schools of Oklahoma, of allowing the superintendent to decide on the merits of his teaching staff, it occurred to the writer that possibly the group best qualified to pass judgment on the superintendent of schools would be his teaching staff.

In looking over the literature which pertained to the qualifications of the school superintendent, it was found that almost every conceivable group had, at one time or another, attempted to tell just what was required to be a successful superintendent. The exception to this statement seemed to be the teacher. It is with this particular group of people that this paper is concerned.

This study is an attempt to arrive at some definite understanding of what the teachers of Oklahoma believe essential to the success of an Oklahoma superintendent of schools. No attempt is made to establish a hard and fast rule for success, but an attempt is made to find, if possible, those elements which may be said to be common to the successful school executives of the state.

This work has been done with the hope that it will serve a double purpose. First, that it may be used by

boards of education in Oklahoma in their problem of superintendent selection and retention. Second, it is hoped that superintendents will find it useful as a means of self-evaluation.

If it should serve these two purposes, then the writer will feel amply justified for his efforts.

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CHAPTER I

INTRODUCTION

Since the introduction of public education in the United States, there has been a problem of selecting those who are to administer it.

The selection of teachers was often a haphazard affair, with qualifications many times playing a minor part in their selection. With the beginning and rise of the superintendency, there was a corresponding decrease in the responsibility of the board of education in the matter of selecting suitable teachers. However, this by no means freed the board from their responsibility in selecting the school head or superintendent, who came to assume a larger and larger responsibility in the selection of teachers. It may be said that as the board's responsibility in the matter of teacher selection decreased, there was a corresponding increase in the superintendent's responsibility.

Education has grown in size and scope until today it is one of the biggest businesses in which our people engage. Indeed, a large share of each tax dollar goes for the support of education. Our educational system has grown from a few scattered schools, available only to a small portion of the population, to a gigantic system affording public education to almost all who will take it. It has expanded from the small one room school of our grandfathers' day to the modern efficiently equipped, spacious buildings of today.

It has grown both up and down the scale educationally as far as years service is concerned. Whereas, once only grammar school was available at public expense, now we have gone down to include the kindergarten and up to include the university.

In regard to this growth, Reeder¹ says:

"Education is not only the most important business of a state, but by facts and figures it is the largest business of the state.

"Regarding the size of education, it must be described as gigantic. Compared with other public businesses, far more money is spent in education, far more people are employed in it, and far more people are affected, either directly or indirectly, by it. In the typical state, county, parish, city, town, village, township, or rural community, nearly one-half of all the tax money is now expended for education, and in the United States nearly three billion dollars is now annually used for this function. To conduct this immense business, more than one million employees - more than in any other public business - are required. This huge army of employees has under its tutelage, administration, and supervision more than twenty-eight million pupils.

"Nor has the business of education yet reached its full growth - probably it never will and never should. Education already constitutes the largest and most important business of the American people, and what is of even greater significance, the faith in its efficiency - always strong - continues to grow."

Along with this growth and expansion there has been a corresponding increase in the importance of the superintendent's position. He has come from the position of "head teacher" to that of an administrator whose executive skill must equal that of the best in the field of business. He has become a specialist in the field of education just as

¹W. G. Reeder, The Fundamentals of Public School Administration, pp. 1-2.

truly as the master surgeon is a specialist.

Reeder² says:

"The first large step, then, in creating a school machinery was taken when separate school committees or boards were established to perform certain administrative functions. The next large step was taken when it was realized that the business of education was so large, complex, and important that special employees were needed to assist boards of education with its administration. To students of modern education, it is difficult to understand why this important step was not taken until almost two hundred years after the establishment of the first public schools.

"Thus, superintendents of schools came into being, the first city superintendency being established by Providence, Rhode Island, in 1836, and the first county superintendent coming about the same time. To the newly established superintendency, however, boards of education were slow in delegating functions. Soon, though, the office proved its worth, and during the last five decades it has been established in every community, and large functions have been delegated to it."

In regard to the rise and growth of the superintendency, Cubberly³ says:

"As we look back over the three-quarters of a century, during which the office of superintendent of schools has been in existence, a few names stand out with particular prominence as men who have laid - often against tremendous obstacles, often in conflict and contest to the end of their careers, and often by the sacrifice of much that men hold dear - the foundation principles of the new work, to which they gave the best years of their lives. Doing a pioneer work, and often misunderstood and unappreciated by those with whom they labored, these men patiently blazed a trail for others to follow. As a recent writer put it, 'Each traveled the trail at his own gait, with rations and blankets only, and never knowing, though caring much, where each year's tramping would end.' Out of this three-quarters of a century of trial, conflict, discussion, and experimentation, a profession of school supervision is at last

²Ibid. pp. 7-8.

evolved."

Cubberly⁴ has the following to say in regard to the history of the superintendency:

"Some of the first superintendents of city school systems were not even school men, and their duties were more those of a school board clerk or business manager of today than those of a modern professional superintendent. Gradually but slowly, with the growth of the cities, the widening sphere of public education, the increase in the complexity of the school system maintained, the increase in the number of superintendents employed, and the growth of a professional sphere among them, boards of education began to decrease the number, importance, and activity of the standing and special committees, and to direct the new superintendent of schools either to investigate conditions and needs and to report to them with recommendations, or to act in their name."

It is only logical that with this increase in the importance of the superintendent's position, that the problem of selecting suitable men to fill these positions and judging the efficiency of those already employed has become one of the major problems confronting the boards of education.

Cubberly⁵ expresses the great importance of the office of superintendent, when he says:

"What the schools are in organization, administration, instruction, spirit, and purpose, and the position which they occupy in the eyes of the community, they are largely as the result of the actions, labors, manliness, courage, clear vision, and common sense of the superintendent of the schools. About him and his work the schools revolve, and it is largely he who makes or mars the system. What he is, the schools, under proper administrative conditions, become; what he is not, they often plainly show."

³E. P. Cubberly, Public School Administration, p. 131.

⁴Ibid. p. 81.

"It is often said that only the man who is master of his calling, who overruns its mere outlines and knows more about the details of his work than anyone else with whom he must work, is safe."

Needless to say, much has been written concerning just what qualities to look for in a superintendent of schools. For a great number of years now the superintendency has been recognized as a position requiring services of very capable men. Witness the words from an editorial in the American School Board Journal⁶ of some fifty years ago, as given in a recent issue:

"Briefly, then, the superintendent should be a man of rare attainments morally, intellectually, and socially, in one word, a full-orbed man."

Superintendent Broome of Philadelphia sent an inquiry to fifteen school executives who are generally conceded to be successful. They represented cities from fifty thousand to one million population. From the replies he received, he made a summary of the qualities which make a successful superintendent.

The Eleventh Yearbook, Department of Superintendents, lists twenty-eight personal qualities for success in the superintendency, as reported one hundred times by city and rural school executives.

Another study reported in this same work lists the elements which explain the success of superintendents of schools, according to the opinions of two hundred sixty-four

⁵Ibid. pp. 132 and 139.

⁶W. D. Wilkins, "An X-Ray of a Superintendent," American School Board Journal, Vol. 100 (May, 1940), p. 24.

school board members.

W. C. Reavis, in his article, "Personal Characteristics Desired in a Public School Executive", points out the need for identifying a small number of personal characteristics of the superintendents. This article summarizes the necessary elements under five headings.

J. R. Shannon, author of "Ten Maxims for the School Superintendent", gives the college instructors' views concerning the qualities which make for success in the superintendency.

"Personal Qualifications of the Superintendent", by F. L. Wright, is an article which attaches a great deal of importance to the personal element and includes a list of seven minimum essentials for a successful superintendent.

A book salesman gives his idea of what it takes to make a successful superintendent, in an article entitled "Superintendents I Have Met".

C. Erickson is a classroom teacher, who expresses her own personal opinion of the elements which have made her superintendent successful, in her article, "Meet the Superintendent".

Another article by a book salesman, "The Five Senses of a Superintendent", gives an analysis of the successful superintendent.

A brief consideration of some of the books, which deal with this particular subject, reveals a very thorough discussion of the elements of success in the superintendency

by E. P. Cubberly, in his book, "Public School Administration".

W. G. Reeder, "The Fundamentals of Public School Administration", stresses the importance of leadership to the successful superintendent.

A rating scale for the evaluating of a superintendent may be found in "The Beginning School Superintendent", by Bolton, Cole, and Jessup.

This is by no means a comprehensive list of studies on this particular subject, but it will serve to illustrate the fact that considerable thought has been given to the matter of what it takes to make a superintendent successful. In the course of this work, occasion will be had to refer again to these particular works, as well as others which have not been mentioned.

This study was undertaken to discover, if possible, those elements which are common to successful superintendents of schools, and to condense them into such a form as to be usable by superintendents and boards of education. The need for such a list of elements is expressed by J. R. Shannon⁷, when he says:

"There are thousands of words in the English language, but some of them are used much more frequently than others. There are ten words which occur so often in normal usage that if one can spell the ten, he will find twenty-five per cent of his spelling needs satisfied. In like manner, there are many principles and rules which should govern the conduct of a school superintendent, but some of them are much more frequently applicable than others. School superintendents should be particu-

larly alert to observe these few rules which are most likely to spell success or failure. School boards should see that their superintendents know such rules. A school superintendent who knows these rules will be less likely to get 'spelled down.'"

It has been quite evident for some time that the superintendent was the key figure, on which hinged the successful functioning of the school. His position has grown from that state of non-existence to a state of vital importance to the school and the community.

Herbold points out the fact that if the school system has a poor teacher, only her students suffer. Whereas, if the system has a poor superintendent, all the students and all the teachers suffer. Certainly an office which carries with it such powers for betterment or destruction should at all times be filled with the best possible material.

The usual custom is for the board to hire a superintendent, and, as long as there is not too much complaint, to consider him satisfactory. It is a generally accepted fact that boards of education are often poorly qualified to accurately judge the merits of a superintendent.

Granting that the board is not always qualified to pass on the merits of the superintendent, the problem still remains: What does it take to make a successful superintendent? The board hires and fires, and still, therefore, must

⁷J. R. Shannon, "Ten Maxims for the School Superintendent," American School Board Journal, Vol. 95 (November, 1937), p. 18.

sanction the superintendent, regardless of their own qualifications to judge.

The question arises as to who is best qualified to aid the board in passing judgment on the superintendent. Herbold⁸ attempts to answer this question of superintendent selection, when he says:

"Who should give the board the needed information about the superintendent?"

1. The children - they are not qualified to pass judgment on the abilities of the superintendent.
2. The good ladies of the town - they are not qualified. However, they do often render judgment.
3. The teaching force - this group is by far the best qualified to present an unbiased, qualified, and professional help to the board than any other group of persons.
 - a. They are trained in the knowledge of good school practices.
 - b. They have an insight into school organization, ethics, and pupil welfare that the ordinary layman cannot possess.
 - c. They are in the heart of the situation.
 - d. It may be said that certain teachers would deliberately attempt to undermine and injure, because of personal spite. The teacher constantly lives in fear of the report her principal will make on her to the board.

"Then, too, there is the probability that the judgment of a large group of teachers on one man would be more reliable than the judgment of one man on a large group, as is the usual practice in the hiring and firing

of teachers."

Thus, by using a process of elimination, it seems evident that of all the groups who could pass judgment, the teacher is the best qualified. For these reasons, the viewpoint of the teacher was of prime importance in the preparation of this paper.

Thus, the problem has resolved itself from merely one of what elements make a successful school superintendent, to the more definite form "What Elements Make a Successful School Superintendent: From the Teacher's Viewpoint."

A brief consideration of terms used in this work will serve to make clear the position of the writer.

"Elements" is used in this statement of the problem to include those personal qualities, professional qualities, and particular conditions, which may be considered as contributing to the success of a school superintendent. It does not, then, confine the study to specific personal qualities which might figure in success, but includes anything which, in the teacher's opinion, contributes to the superintendent's success.

In the directions for filling out the questionnaire, a successful superintendent was defined as "that man who can conduct the school in such a manner as to insure the greatest

⁸Paul Herbold, "Evaluating the Small-Town Administrator," Education, Vol. 59 (December, 1938), pp. 250-252.

possible benefits to the greatest possible number of students." It is evident that this definition does not limit the meaning of successful to only that class of superintendents who remain in one place for a long period of years. In fact, it makes no attempt to establish a connection between length of service and success.

The issues which arise in the consideration of this topic may be stated briefly. First, are there any elements which are common to all successful superintendents? Second, is the teacher qualified to judge these elements? And third, what elements do teachers think make a successful superintendent?

The first step in the securing of information on this subject was a survey of the available literature. In this survey, the writer found no list of elements made up entirely as the result of observation of teacher opinion. Studies* were found which gave the ideas of superintendents, the ideas of school board members, and the ideas of book salesmen.

The questionnaires were distributed in two different ways. One group of one hundred twenty was mailed to teachers during the school year of 1940 and 1941. In this group, particular attention was given to distribution throughout the state and also to distribution as to school size. The second group of questionnaires was distributed to classes of teachers who were attending summer school at Oklahoma

*These studies are discussed in this work on pages 53 through 65.

Agricultural and Mechanical College and Central State College, during the summer of 1941.

In this manner, the writer attempted to get a fair representation of the teaching mind of Oklahoma.

The big problem in translating or interpreting the material obtained was to transfer the opinions of the teachers from generalities to specific terms, which could be definitely stated.

In listing all the elements mentioned by the different teachers, blank cards were used. On each card was written one element, and any different interpretation, which might be placed on it by a particular teacher. The cards were arranged alphabetically. On each card was also recorded the three different classifications into which the teacher might fall.

When general terms were used by the teachers, they were often amplified or defined in the letter portion of the questionnaire.

The questionnaires were classified in three different ways: According to the size of the school, according to the number of years teaching experience which the teacher had had, and according to the grade in which the teacher taught, that is, whether high school or grade school.

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CHAPTER II

QUESTIONNAIRE

In looking for some device whereby the desired information could be obtained, it became evident that the questionnaire offered a logical solution.

After deciding on the questionnaire as the method to be followed in collecting the desired information, the next step was that of constructing the questionnaire. In the first attempt at questionnaire construction, a form which might be called a check-list was devised. In this form, the author, after surveying the available literature in the field, compiled a list of elements which might tend to cause a superintendent to be successful. This list included personality traits, activities, and some special circumstances. It was submitted to three teachers, with the request that they rank the elements listed as of little importance, important, very important, and exceedingly important. This ranking was to be done merely by checking in the proper column.

It was observed from this small number that a vast majority of the elements received the classification of very important or exceedingly important, with comparatively few of the elements receiving the other classifications.

Because of this tendency to regard all the elements as of great importance, it was decided that a more subjective type of questionnaire would come closer to getting the actual opinion of the teacher. In other words, this work endeavors

to obtain, if possible, the actual opinion of the teacher as to what it takes to be a successful superintendent of schools, rather than to obtain the opinion of teachers on a group of elements which were written out by someone else, and which would possibly not express the original idea of the teacher.

For this reason, it is maintained that the author was justified in using the type of questionnaire which was used, in spite of the fact that it was to a large degree of a subjective nature.

The following is a copy of the questionnaire and the accompanying letter:

QUALITIES OF A SUCCESSFUL SUPERINTENDENT

1. Number of teachers in entire system in which you teach:

15 or less _____

Please check one: 16 to 35 _____

Above 35 _____

2. How many years full time paid teaching experience have you had, including present term?

First year _____

Check one: 2 to 8 years _____

9 or more _____

3. Do you teach any subject above the eighth grade?

Yes _____ No _____

4. In what county do you teach? _____

Directions:

I. Please write, in the space indicated below, an informal letter, using pencil, pen, or typewriter, stating your idea of what it takes to make ANY Superintendent of Schools successful. (By Successful Superintendent, I mean that man who can conduct the school in such a manner as to insure the greatest possible benefits to the greatest possible number of students).

II. It will be greatly appreciated if you will list, in order of importance, the three elements which you consider most essential to a successful Superintendent.

III. If there are any particular characteristics which your Superintendent possesses, that tend to make him successful, please list in space provided at bottom of page.

I. INFORMAL LETTER: (Use back of sheet, if necessary)

(One-half page was left blank for this)

II. THREE ELEMENTS MOST ESSENTIAL TO A SUCCESSFUL SUPERINTENDENT:

- 1.
- 2.
- 3.

III. PARTICULAR CHARACTERISTICS OF OWN SUPERINTENDENT:

The following letter accompanied this questionnaire to those teachers to whom it was mailed:

Fairfax, Oklahoma
March 29, 1941

Dear Teacher:

This is an effort to secure information necessary for the completion of my thesis at Oklahoma Agricultural and Mechanical College, on the subject, "The Elements that Make a Successful Superintendent: From the Teacher's Viewpoint."

I realize that at this particular time of year you are very busy, but if you will please give the enclosed questionnaire your careful consideration, and return to me promptly, I assure you the favor will be greatly appreciated.

We read much about what it takes to make a good teacher, and usually the author of these articles is a superintendent or principal. It is true that the superintendent is often best qualified to judge the abilities of a teacher, but it is possible that the person best qualified to judge the superintendent is the teacher.

A great deal of care has been used in the selection of teachers to whom this questionnaire is being sent, with the idea of securing a fair representation of opinion over the entire state.

Therefore, it is of utmost importance to me that this questionnaire be completed and returned promptly.

Please accept my thanks for the courtesy of furnishing this information.

Sincerely yours,

Hal N. Buchanan

HNB:MVB.
2 Encls.

With the completion of the questionnaire, there immediately arose the question of distribution. To whom was it to be sent? What elements were to be considered in making out a mailing list?

Keeping these questions in mind, it was decided that a fair distribution over the state was to be sought. Then, too, an effort was made to see that there was a fair distribution among the different size schools. Another element which was kept in mind was whether the teacher was employed in grade school work or high school work. No consideration was given in advance of mailing to the number of years which a teacher had been employed.

In attempting to carry out these ideas, two methods of approach were decided upon. In the first place, a list of one hundred twenty teachers was compiled. To this group, questionnaires were mailed along with self-addressed and stamped envelopes.

The second approach was the distribution of a number of questionnaires to teachers in education classes in summer school at Oklahoma Agricultural and Mechanical College and Central State College.

In this manner, it is believed that a fair sampling of the teaching mind of Oklahoma was obtained.

Now let us consider the different parts of the questionnaire, and the purpose of each part.

Part I asked the teacher to write an informal letter, stating in their own words just what they thought it took to make a school superintendent successful. This part was included in the questionnaire, with the idea that a comprehensive picture of a successful superintendent could be obtained. In this portion, no mention was made of the comparative rank of the different elements. The writer realized that this was purely a subjective matter, and that the clarity and conciseness of statement would vary with the different teachers.

Part II was a request for the teacher to list, in order of importance, the three most essential elements in the success of a school superintendent. It was from this section of the questionnaire that the list of most essential elements was compiled. This section asked for a definite statement of opinion on the part of the teacher, and, as a general rule, that was obtained.

Part III was a request for particular characteristics of the teacher's own superintendent, which might contribute to

his success. It was understood that these characteristics applied primarily to a particular man and a particular situation, and were not to be confused with the general elements discussed in Part I and Part II. This portion of the questionnaire was an attempt to secure, if possible, some interesting sidelights on particular situations, and not an attempt to formulate general rules.

A card system was used for tabulating the material supplied by the questionnaires. A description of the type of card used is given below.

A blank three by five inch card was used. In the upper left hand corner was written the name of the element mentioned. Beginning at the top of the card, on the right hand side, were seven columns. The questionnaires had been numbered in consecutive order. In column one was placed the number of the questionnaire which mentioned this particular element. In column two was recorded whether or not this particular element was classed as one of the three most important on the questionnaire under consideration. Column three recorded the rank of the element, if it was one of the three most important; otherwise, column three was left blank. Column four indicated whether or not the element was mentioned in connection with Part III of the questionnaire, which dealt with particular characteristics of the teacher's own superintendent.

From the standpoint of school size, the questionnaires were divided into three groups. Group one included those

schools of fifteen or less teachers; group two included those schools of from sixteen to thirty-five teachers; and group three included all schools of more than thirty-five teachers. In column five on the card was recorded the school size group.

From the standpoint of years teaching experience, three divisions were made. Group A included those teachers who had only one years teaching experience; group B included those with from two to eight years experience; and group C included those teachers who had had nine or more years teaching experience. In column six was placed the teacher's classification, from the standpoint of years teaching experience.

From the standpoint of grades taught, the teachers were divided into two groups. Group X represented those teachers who taught in grades above the eighth; group Y represented those who taught in the eighth grade or lower. In column seven was recorded this classification.

At the bottom of the card, in the left hand corner, was placed the number of any questionnaire which had a particularly striking quotation on this particular element.

After cards had been made for all the elements mentioned in questionnaire number one, questionnaire number two was considered. If a different interpretation was placed on one of the elements already mentioned in number one, then the new interpretation was written in on the card, immediately below the name of the element. Then, in the seven columns on the right hand side, questionnaire number two was classified in the same manner as number one had been.

The same method was used for tabulating the entire group of questionnaires.

In this task of tabulating, the entire questionnaire was first read over, and the elements mentioned were underscored. Second, came the reading of the three most essential elements, and numbering them in their proper order. Then Part III was considered, and if the elements mentioned in this part were different from those mentioned in Part II, they were given new numbers. Finally, Part I was given closer consideration, and if new elements were mentioned, they were numbered. If the same element was mentioned in more than one of the three parts of the questionnaire, that fact was noted, but the element was recorded only one time.

In justifying the use of the foregoing method, it might be pointed out that Part II calls for three definite elements, which were to be ranked as to importance. Part I was considered last, because, as a rule, it contained more elements than were mentioned in the other two sections combined, and often Part II was taken from this portion.

In arriving at the most essential elements necessary to the success of the superintendency, Part II of the questionnaire was used. When an element received a rank of first, it was awarded three points. Two points were awarded for a rank of second, and one point for a rank of third. By totaling the number of points which each element received, their comparative rank was determined.

CHAPTER III

DATA

In the matter of distribution, a number of elements were considered. Distribution was considered from the following standpoints: geographical distribution, distribution from the standpoint of school size, distribution from the standpoint of years teaching experience of the teacher, and distribution among high school and elementary teachers.

Geographical Distribution:

The matter of geographical distribution was considered from the standpoint of counties. Of the seventy-seven counties in the state, replies were received from fifty-one, leaving a remainder of twenty-six counties from which no reply was received. Table I illustrates the distribution, and shows that all sections of the state were represented.

The fact that the greatest number of replies came from Oklahoma County is explained by two factors. In the first place, more questionnaires were mailed to this county than to any other; second, a good portion of the questionnaires circulated among summer school students were passed out at Edmond.

Of this entire group of replies, fifty-eight were received in reply to one hundred twenty questionnaires mailed out in the spring of 1941.

In regard to the number of questionnaires circulated in summer school classes, no accurate account was kept of the number passed out.

Another factor of interest in regard to Table I is the fact that there was no county with an excessive number of replies. From many of the counties, replies were received from only one or two teachers, but the largest number received from any county was twelve.

Close consideration of Table I reveals that if the state were divided into an eastern and western section, by a line running north and south through Oklahoma County, that a definite majority of the replies were received from the eastern section of the state. This fact is explained by the fact that most of the questionnaires were circulated in that section of the state.

TABLE I
GEOGRAPHICAL DISTRIBUTION OF THE QUESTIONNAIRE

COUNTY	NO. REPLIES	COUNTY	NO. REPLIES
1. Adair	2	40. LeFlore	8
2. Alfalfa	1	41. Lincoln	2
3. Atoka	2	42. Logan	0
4. Beaver	2	43. Love	2
5. Beckham	0	44. McClain	2
6. Blaine	3	45. McCurtain	4
7. Bryan	4	46. McIntosh	3
8. Caddo	2	47. Major	2
9. Canadian	2	48. Marshall	1
10. Carter	2	49. Mayes	0
11. Cherokee	0	50. Muskogee	2
12. Choctaw	4	51. Murray	0
13. Cimarron	3	52. Noble	4
14. Cleveland	1	53. Nowata	0
15. Cole	3	54. Okfuskee	0
16. Comanche	2	55. Oklahoma	12
17. Cotton	0	56. Okmulgee	2
18. Craig	0	57. Osage	9
19. Creek	4	58. Ottawa	2
20. Custer	0	59. Pawnee	4
21. Delaware	4	60. Payne	2
22. Dewey	0	61. Pittsburg	4
23. Ellis	3	62. Pontotoc	2
24. Garfield	0	63. Pottowatomie	5
25. Garvin	3	64. Pushmataha	1
26. Grady	0	65. Rogers	4
27. Grant	0	66. Rogers Mills	0
28. Greer	2	67. Seminole	2
29. Harmon	0	68. Sequoyah	0
30. Harper	0	69. Stephens	1
31. Haskell	1	70. Texas	0
32. Hughes	3	71. Tillman	0
33. Jackson	4	72. Tulsa	7
34. Jefferson	0	73. Wagoner	1
35. Johnston	1	74. Washington	0
36. Kay	5	75. Washita	0
37. Kingfisher	1	76. Woods	0
38. Kiowa	0	77. Woodward	0
39. Latimer	4		

TABLE II
QUESTIONNAIRE DISTRIBUTION ACCORDING TO SCHOOL SIZE

GROUP	SCHOOL SIZE	NO. REPLYING
Group I	1 - 15 teachers	48
Group II	16 - 35 teachers	62
Group III	36 or more teachers	46

Distribution According to School Size:

Another factor which was considered in the matter of distribution was school size. No scientific reason can be given for the three groups into which schools were classed.

The schools were grouped as follows: Group I included those schools having from one to fifteen teachers; Group II included those having from sixteen to thirty-five teachers; Group III included those schools having thirty-six or more teachers.

The schools were classified according to the number of teachers rather than the number of students, because it was believed that a teacher would be more likely to know the number of teachers in her system than the number of students. Therefore, it was for the teacher's convenience in filling out the questionnaire that this classification was observed.

Table II indicates that a fairly good distribution, from the standpoint of school size, was obtained. Group II ranked highest in the number of replies received, having a total of

sixty-two.

This table indicates that a fairly good distribution was obtained from the different size schools of the state.

TABLE III

QUESTIONNAIRE DISTRIBUTION ACCORDING TO YEARS TEACHING
EXPERIENCE OF TEACHER

GROUP	YEARS TAUGHT, COUNTING PRESENT TERM	NO. REPLYING
A	First year	2
B	2 - 8 years	84
C	9 or more years	70

Distribution According to Teaching Experience:

Another factor of distribution, which was considered, was from the standpoint of years teaching experience.

Again, there was no scientific reason for the grouping, as carried out here. Group A included all first year teachers, and a very poor representation of this group was obtained. Only two replies were received from this group. This fact may be attributed partially to the very few first year teachers in the profession, compared with those included by each of the other two groups. Group B included those teachers who have had from two to eight years experience, and of this group eighty-four replies were received. Group C included those teachers with nine or more years teaching experience, and from this group seventy replies were received.

Had Groups A and B been combined, a fairly even distribution between the two groups would have been obtained. In mailing and passing out these questionnaires, no attempt was made to distribute them evenly among the three different groups, according to years teaching experience. Therefore, there was no means of telling just how many teachers in Group C received the questionnaire.

Later in this paper consideration will be given to a comparison of the opinions of the three groups.

TABLE IV
QUESTIONNAIRE DISTRIBUTION ACCORDING TO GRADES TAUGHT

GROUP	GRADES TAUGHT	NO. REPLYING
X	Above eighth grade	90
Y	Eighth or lower	66

Distribution According to Grades Taught:

This distribution was considered in order to ascertain, if possible, the difference of opinion which might arise due to the position of the teacher in the school.

Hereafter, in this paper the terms X and Y will be used to designate these two groups.

Table IV indicates that a larger number of replies were received from high school teachers than from grade teachers.

This table does indicate a fairly good distribution from the standpoint of teacher position. In other words, it shows that there was no great majority of replies from one particular group of teachers. It gives assurance that ideas representative of all the different types of teachers were obtained.

Often, grade teachers come in contact with the superintendent to a lesser extent than do the high school teachers. Therefore, it was desirable to secure the opinions of all different groups.

TABLE V

ELEMENTS THAT MAKE FOR SUCCESS IN THE SUPERINTENDENCY:

ELEMENT	TIMES MENTIONED	POINTS SCORED
1. Activities, out of school	8	2
2. Adaptability	8	2
3. Administrative ability	40	34
4. Admirable	5	0
5. Aggressive	5	1
6. Agreeable	6	3
7. Alert	1	0
8. Ambitious	2	0
9. Analytical	1	0
10. Appearance	8	5
11. Appreciation for teachers	4	0
12. Attitude, wholesome	2	0
13. Authority, delegation of	6	4
14. Broadminded	22	12
15. Businessman	12	10
16. Candid	2	0
17. Capability	10	8
18. Careful	2	0
19. Character	12	10
20. Cheerful	2	0
21. Children, love for	6	6

(Table V continued)

ELEMENT	TIMES MENTIONED	POINTS SCORED
22. Christian	16	10
23. Church attendance	3	0
24. Citizenship	2	0
25. Community, interested in and know needs of	20	6
26. Complimentary	2	4
27. Confidence, keeping public's	18	13
28. Congenial	6	6
29. Connecting link between faculty and public	2	2
30. Conscientious	3	6
31. Conservative	2	0
32. Considerate	14	0
33. Consistent	1	0
34. Contact, personal	8	0
35. Cooperative	28	24
36. Courageous	10	3
37. Courteous	9	0
38. Criticism, giving of constructive	2	4
39. Curriculum, knowledge of	2	0
40. Decisions, ability to make	2	0
41. Democratic	16	6
42. Dependable	8	0
43. Details	4	0

(Table V continued)

ELEMENT	TIMES MENTIONED	POINTS SCORED
44. Dignity	6	0
45. Discipline, ability to maintain	18	11
46. Earnest	2	0
47. Education, general	20	40
48. Efficient	8	9
49. Enthusiasm	24	10
50. Experience	18	14
51. Extra-curricular activities, encouragement of	2	0
52. Faith	1	0
53. Fellow, good	2	0
54. Finance, ability to handle school	20	10
55. Firm	16	0
56. Forcefulness	3	0
57. Frankness, with teachers	4	5
58. Friendly	20	10
59. Goal, have definite	2	0
60. Guidance for teachers and students	8	0
61. Harmony, ability to maintain	4	0
62. Health	8	12
63. Helpfulness to teachers and students	10	6
64. Hobby, have a	4	0
65. Honesty	37	34

(Table V continued)

ELEMENT	TIMES MENTIONED	POINTS SCORED
66. Honorable	4	6
67. Humane	2	0
68. Humanity, sense of	4	8
69. Humbleness	6	6
70. Humor, sense of	14	0
71. Ideals, have high	2	0
72. Ideas, ability to put over own	1	0
73. Imagination	2	0
74. Impartial	24	4
75. Independent	4	0
76. Inspire others	22	3
77. Instructional ability	2	6
78. Integration of school program	2	0
79. Integrity	4	6
80. Intelligent	24	24
81. Interpret (ability to interpret purpose of school to community)	2	0
82. Interviews, conducting of personal	2	0
83. Jealousy, lack of	3	0
84. Jokes to fit occasion	2	0
85. Judgment, good and sound	2	0
86. Kind	8	0
87. Leadership	42	38

(Table V continued)

ELEMENT	TIMES MENTIONED	POINTS SCORED
88. Likeable	4	0
89. Loyalty	20	12
90. Mixer, good	22	14
91. Moody, never	2	0
92. Morals, high standard of	8	2
93. Names, remembrance of	2	0
94. Nerves steady	2	0
95. Objective judgment (possession of)	2	0
96. Optimist	2	0
97. Orderliness, maintenance of	2	0
98. Organizer, good	12	17
99. Patience	2	0
100. Personality	62	104
101. Persuasive	2	0
102. Philosophy of education	9	6
103. Philosophy of life, sound and practical	6	8
104. Plan ahead, ability to	12	14
105. Poise	3	2
106. Politician, good	22	6
107. Practical	2	0
108. Professional alertness	2	2
109. Professional knowledge	44	51

(Table V continued)

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ELEMENT	TIMES MENTIONED	POINTS SCORED
110. Professional pride, possession of	8	4
111. Program, have well planned	8	4
112. Progressive	30	10
113. Promptness	4	4
114. Psychologist	32	30
115. Publicity, handling of school's	2	0
116. Pupils, knowing needs of	3	0
117. Qualified, well	14	24
118. Quiet	2	0
119. Record, keeping of good	2	0
120. Reliable	2	0
121. Respect, keeping of others'	22	21
122. Responsibility, assuming of	2	0
123. Resourceful	2	0
124. Results, ability to secure	2	0
125. Retiring	2	0
126. Right, defender of	4	1
127. Salesman (sells school program to public)	2	0
128. Scholar	6	13
129. Serenity	4	0
130. Servant	2	0
131. Service, willingly rendered	2	0

(Table V continued)

ELEMENT	TIMES MENTIONED	POINTS SCORED
132. Sincerity	12	10
133. Sociability	2	0
134. Speaker, public	20	6
135. Stern, when occasion demands	4	0
136. Story teller, good	2	0
137. Straightforward	2	0
138. Study, of school problems	2	0
139. Suggestions, ability to take and give	2	0
140. Sympathetic	14	12
141. Tactfulness	30	40
142. Teach, ability to	15	7
143. Teachers feel at ease, ability to make	4	0
144. Teacher meetings, attendance of	2	0
145. Teacher selections, ability to make wise	20	6
146. Teacher support (always support his teachers)	4	6
147. Teacher's work, encouragement of	6	6
148. Temper, even	2	0
149. Tolerant	5	0
150. Two-faced, not be	2	0
151. Understanding	37	30
152. Unselfish	4	6
153. Vision	4	0

(Table V continued)

ELEMENT	TIMES MENTIONED	POINTS SCORED
154. Wisdom, possession of	2	5
155. Worker, energetic and lively	30	10

Elements that Make for Success:

In making up Table V, three columns were used. Column one listed the element in as concise terms as was possible. Many of these elements were mentioned by the teacher in the completed questionnaire, with explanations. For example, several of the teachers who listed "considerate" as an element making for success, listed it as: "Considerate of teachers"; others said, "considerate of students"; while others merely said that the successful superintendent should be considerate. Another example of different interpretations is the term "courteous." One teacher said that the successful superintendent must be courteous to teachers and students; another merely said that he must be courteous.

Another example worthy of mention is the term "democratic." A few of the different interpretations are: "He must treat poorest patron just as he does the richest and most influential"; "he must associate with his underdogs"; "he must be democratic, and not cause teachers to regard him as a dictator"; "he must have a democratic spirit"; "he must be democratic, and not feel superior"; "he must ask teachers for suggestions"; "he should encourage democratic attitudes,

by his example"; and, "he must be democratic, not dictatorial."

The number of examples of different ways of stating the elements that could be given is almost as great as the number of elements given. It is needless to explain each of the terms listed in the entire group. More careful consideration will be given those elements which were selected as the twenty-five most essential.

Column two of this table gives the number of times that a particular element was mentioned. For example, the term "considerate" was mentioned by fourteen of the one hundred fifty-six teachers who replied.

Column three, which is entitled "Points Scored", was arrived at as follows: In Part II of the questionnaire, the teacher was asked to list the three elements which she considered most essential to the success of a superintendent, in the order of their importance. Only those elements which were listed in this portion of the questionnaire were given any points. For a listing of first place, three points were allowed; for a listing of second place, two points; and for a listing of third, one point. An example of how this column was determined may be had by considering the term "cooperative." This element was listed somewhere in their questionnaire by twenty-eight different teachers, but only twelve teachers ranked it as one of the three most essential elements. Of this twelve, six gave it a rank of first, and six gave it a rank of third, thus totaling twenty-four points

in all. In determining the number of points scored for column three, nothing was counted for the sixteen teachers who mentioned "cooperative", but did not list it as one of the three most essential elements.

Another example illustrating this is the term "firm." This was mentioned sixteen times, but scored no points, because none of the sixteen teachers listed it as one of the three most essential elements.

Many of the elements mentioned in Table V were mentioned by only one or two teachers, and scored no points.

Another interesting point, in regard to the number of points scored, is the fact that "instructional ability" was mentioned by only two teachers, and it scored six points, while "firm" was mentioned by sixteen teachers, and scored no points.

There was a total of one hundred fifty-five different elements mentioned by all the teachers. Table V clearly illustrates the variance of opinion among teachers. Only one teacher mentioned "faith" as an element which would make for success in the superintendency, while sixty-two teachers, or approximately forty per cent of the entire number who replied, listed "personality." Naturally, "personality" is a rather vague term, and may rightfully include some of the other terms listed, but later in this paper the teacher interpretation of the term will be given.

Another point of interest revealed by this table is the tendency for an element, which was mentioned by only a very

few teachers, to score no points.

Some Results of Part I of the Questionnaire:

It should be noted that Part I of the questionnaire called for an informal letter, stating what the teacher thought it took to make a successful superintendent of schools. No limit was placed on the number of elements to be mentioned, nor was the teacher asked for any particular order in mentioning whatever elements she might consider necessary.

Some of these letters were very brief, mentioning only a very few elements, while others went more into detail, mentioning as high as twenty or thirty different elements.

A few of these letters will serve to give a general idea of what was received in reply to this portion of the questionnaire. The following letters were selected with the idea of presenting representative letters, and not necessarily an effort to present the outstanding letters.

The statement below was written by an elementary teacher, who had taught between two and eight years, and is now teaching in a school having between sixteen and thirty-five teachers.

"How May I Become a Success as a Superintendent?"

"1. I must crucify selfishness.

"The curse of administration in Oklahoma today is selfishness. If I am to succeed in this field, I must be an educator and not merely an educational opportunist. I must work for the permanent enduring things, rather than for my own re-election or preferment. I must think less of self and more of service to others.

"2. I must not misuse authority.

"Teachers and pupils are my charge. I must be untiring in promoting their interests to the end that they, too, may know the joys of success. Their success is my success, and their failure is my failure, until I have exhausted every means at my command to assure their success.

"3. I must have a clear, comprehensive Philosophy of Education.

"Much could be written upon this point, but it is for each administrator to round out his own philosophy. His success, however, will be determined to a great degree by his philosophy of Life and Education.

"4. I must have faith.

"In order to succeed, I must have faith in the training, ability, and integrity of teachers. This comes to some naturally, but others have little faith in either the ability or integrity of teachers. Many of them would deny this and perhaps do not realize, but it is true, never-the-less. If you have this weakness and cannot overcome it, there is only one thing to do - change professions.

"5. I must see my school as a whole.

"There are schools in Oklahoma in which the band gets all the consideration. There are many schools in which athletics get first consideration. There are others in which this or that department gets first choice of everything. In some systems, this or that particular school is always given preference, and in most systems the elementary schools receive the crumbs that fall from the educational table. This ought not to be. It is up to the superintendent to see that all share alike, and that all are given identical consideration.

"6. I must be able to choose good teachers.

"A superintendent's greatest contribution to education may be his choice of teachers. If he chooses good teachers, and then provides conditions favorable for them to do their work, his success is almost assured.

"7. A superintendent must also study.

"It is futile for teachers to get new ideas, unless administrators advance, too. Administrators should be required to attend school with their teachers, to keep themselves informed about the new trends in the field of education."

The following letter was written by a high school teacher of seven years experience, who taught in a school of sixty teachers.

"Success of school superintendents is a very vague and indefinite subject, because the factors that could be attributed to the success of one might be the downfall of another. The size of the school and the peculiarities of each community would have to be taken into consideration. No ironclad list of qualifications could be enumerated. The first qualification for a good superintendent is that he should possess plenty of common sense. Many superintendents have become inoculated with the false virtues of many educational ideologies instead of resorting to sound judgment in solving their problems.

"Secondly, a good personality is essential for a superintendent's success. He must be able to get along with people. The superintendent radiates the personality of the school. His personality affects the teachers, students, and community. By this, I am not inferring that the superintendent should be a politician. A good personality strives to promote a school through cooperation, while a politician disintegrates a school through hard feelings and undesirable local quarrels.

"Third, a superintendent should possess executive and administrative ability. Professional training is essential to efficiency. Professional training is just as essential as common sense; each are component parts of a successful superintendent.

"Fourth, a superintendent must be considerate and broadminded. He must be able to recognize the teachers' problems, and be broadminded in the solution of them.

"Intolerance, fits of anger, and narrow-mindedness have no place in the executive offices of the school.

"Fifth, a superintendent must be loyal to his teachers. He must be willing to help them enforce their decisions. A superintendent must represent his teachers in any community controversies. In other words, the teachers' actions must be defended against the pernicious "wolves" of the community. A teacher must possess confidence in the superintendent's willingness to help her enforce her classroom decisions. A mutual confidence between superintendent, principal, and teacher can best be inspired by a feeling of teacher - superintendent cooperation in the solution of all problems."

An elementary principal of nine or more years experience, who teaches in a system of fifteen or fewer teachers, said,

"Any superintendent, to be successful, must be humble enough to put himself on the same plane with the most inexperienced teacher, guide them wisely through suggestions, letting the teacher think she is getting council, advice, and help - NOT INSTRUCTIONS.

"A superintendent should be a man of good personality, forceful in speech, not necessarily loud, and willing to converse with, and discuss problems with, the poorest patron, along with more wealthy and influential ones.

"A successful superintendent knows the results of the teachers under his supervision. He will create or inspire friendly rivalry among his teachers for classroom work, by a testing program of some kind.

"A superintendent has to be a politician. He is not called one by name, but if he is successful in staying long at one place - long enough to accomplish results expected of him - he must play politics."

Another elementary teacher of nine or more years experience, who teaches in a system of from sixteen to thirty-five teachers, wrote,

"I believe, in order to be a successful superintendent, one must be in good physical condition, for only in this way can one produce sufficient energy to perform the work well and attain a cheerful personality.

"As an administrative officer, he must maintain several desirable traits, such as: ethical character, with high moral standards; honesty; courage; frankness; executive ability, including leadership, tact, initiative, and the art of being able to work congenially, yet reserving authority in a manner that is not dictatorial; a professional attitude of cooperation and enthusiasm; and last, but not least, a personality containing a pleasing personal appearance of being well groomed and appropriately dressed, courteousness, tactfulness, a sense of humor, and poise.

"In his conception of education, he should be able to adapt and adjust the school work to the capacities of the student, in relation to the six fundamental needs of life, consisting of the following: health, family life, economic adjustment, civic life, recreation, and ethical character.

"In summarizing these facts, first, I believe health is the most essential element; second, I think an administrative officer of excellent ethical character, executive ability, professional attitude, and personality must not be forgotten; and third, the conception of education related to the six fundamental life needs should be given consideration at all times."

Last, is the opinion of a teacher in the Oklahoma City system, who teaches in high school, and has had nine or more years teaching experience.

"A successful superintendent must possess executive ability, in that no one person can carry out the multitude of details in the school system. He must select the best possible employees; then be able to delegate authority and see that it is carried out. Too often a superintendent is so jealous of his employees, that he is afraid to let one of them make good on his own.

"A successful superintendent must be educationally sound. If he is, or has been, a specialist in some field, he must be over careful not to be biased in that field. He must have a broad knowledge of the aims and objectives of modern education.

"A superintendent's personality traits go a long way in determining whether or not he is successful. One with a strong pleasing personality would be better able to sell the schools to his community, and would be more deserving of the loyalty of his teachers."

CHAPTER IV

A CONSIDERATION OF "THE TWENTY-FIVE MOST ESSENTIAL ELEMENTS
OF A SUCCESSFUL SUPERINTENDENT"Determining the Twenty-Five Most Essential Elements:

Due to the fact that a comprehensive list of elements, as that given in Table V, is not often practical for the purpose of self-evaluation, or evaluation of others, a short list of the most essential elements is more desirable. As the number of elements increases, the chances of minor or insignificant elements being included becomes greater. If the list becomes too long, there is danger of becoming confused with minor or petty elements, to the detriment of those that carry greater weight.

For these reasons Table VI was compiled, in order to afford something brief enough as to not be confusing, yet inclusive enough to take care of those elements which are of vital importance.

Column one of Table VI lists the element mentioned in the questionnaire and also in Table V. The following method was employed in selecting these twenty-five most essential elements. The number of points scored by the element, as listed in column three of Table V, was added to the number of times the element was mentioned. Then, the elements were arranged in numerical order, according to the total of the two items mentioned above. In this manner, consideration was given to the number of times an element was mentioned, as well as to the number of points it accumulated. The reason for this was the fact that it is altogether probable

that many of the teachers felt that there were other elements equal in importance to some of the three listed as most essential, but due to the fact that only three were asked for in Part II of the questionnaire, the others had to be listed elsewhere. The twenty-five highest ranking elements, according to total points accumulated, were listed in Table VI, in order of points accrued. In case of a tie, as was the case in several instances, the tying elements were arranged in alphabetical order.

The second column in Table VI gives the number of times that the element was mentioned in the entire group of questionnaires, and is the same as column two in Table V.

Column three in Table VI is the same as column three in Table V, and deals with points scored.

Column four is the total of columns two and three.

TABLE VI
THE TWENTY-FIVE MOST ESSENTIAL ELEMENTS

ELEMENT	TIMES MENTIONED	POINTS SCORED	TOTAL
1. Personality	62	104	166
2. Professional knowledge	44	51	95
3. Leadership	42	38	80
4. Administrative ability	40	34	74
5. Honesty	37	34	71
6. Tactfulness	30	40	70
7. Understanding	37	30	67
8. Psychologist	32	30	62
9. Education, general	20	40	60
10. Cooperative	28	24	52
11. Intelligent	24	24	48
12. Respect, keeping of others'	22	21	43
13. Progressive	30	10	40
14. Worker, energetic and lively	30	10	40
15. Qualifications, academic	14	24	38
16. Mixer, good	22	14	36
17. Broadminded	22	12	34
18. Enthusiasm	24	10	34
19. Experience	18	14	32
20. Loyalty	20	12	32

(Table VI continued)

ELEMENT	TIMES MENTIONED	POINTS SCORED	TOTAL
21. Confidence, keeping of public's	18	13	31
22. Finance, ability to handle school	20	10	30
23. Friendly	20	10	30
24. Discipline, ability to maintain	18	11	29
25. Organizer, good	12	17	29

Discussion of Table VI:

It should be noted that the number of times which an element was mentioned varied from twelve for "good organizer" to sixty-two for "personality." The number of points scored by the different elements varied from one hundred four for "personality" down to ten points for each of five different elements.

Explanation of Terms:

Some explanation is necessary as to the meaning of a number of terms used in Table VI, as interpreted by the different teachers.

First, let us consider the most frequently mentioned and highest ranking of all the elements. Many of the teachers simply said that the superintendent should have a good personality. Among the other interpretations were: "He must have a dominant personality, but not domineering"; "good personality that can be acquired only by loving human beings and

understanding them. It is a gift of God." "Have a cheerful personality, including pleasing personal appearance, being well groomed and appropriately dressed, courteous, tactful, and having a sense of humor, and poise"; and "must have a winning personality; be acquainted with all patrons."

The second ranking element was "professional knowledge." It was interpreted as meaning: "Knowledge of school and home problems"; "be able to know results of teachers under his supervision"; "a knowledge of school problems"; "a thorough knowledge of his work"; "experience and knowledge of how to coordinate all departments in the school"; "know his job, and not be afraid of it"; "have fair knowledge of all departments"; "knowledge of subject matter"; and "know school business."

"Leadership" was interpreted to mean: "Ability to lead fellow workers"; "leadership of teachers, children, and community"; "be a natural leader"; "be a leader in education"; "be a leader able to secure loyalty and cooperation of his faculty and students"; and "be an educational leader, not a dictator."

"Administrative ability" was explained in many different ways: "As an excellent administrative officer"; "a good administrator"; "possession of administrative technique"; "ability to help faculty, administration, and public working together"; "be a real administrator"; "be able to secure an overview of the entire system"; "having executive ability, which includes leadership, tact, initiative, and art of being able to work congenially, yet reserving authority in a

manner that is not dictatorial"; and "ability to stay in good standing with the State Department."

To practically all the teachers the word "honesty" evidently meant about the same.

Some explained "tactfulness" as being able to use common sense in dealing with others; some limited its meaning by saying that he should be tactful with his teachers; others thought it should apply to students as well, while still others merely said that he should be tactful.

"Understanding" was explained in various ways: "Understanding people"; "having an understanding heart"; "being understanding and patient with students"; "possession of complete and thorough understanding of young people"; "having understanding attitude toward teachers"; "being able to see things through the eyes of the classroom teacher"; "having understanding mind"; and "being able to understand the viewpoint of parents, teachers, and students."

His ability as a "psychologist" was usually explained as his ability to understand and handle people.

In regard to his "general education", one wrote, "his education must be broad and ever-expanding"; another said, "he must have a broad education as a basis for professional training"; another said, "his educational preparation must include a broad knowledge of the aims and objectives of education"; and still another said, "he must be educationally fit for the job."

Of "cooperative ability" one said, "he must observe the rules of professional cooperation"; another said, "he must

cooperate with civic organizations"; another mentioned the need for cooperation with teachers. One teacher pointed out the need for securing the cooperation of others, as well as doing all the cooperating himself. I quote:

"Even though a superintendent isn't qualified in some things pertaining to his job, cooperation from his fellow workers will make his job well done."

"Intelligent" was usually mentioned with no explanation of meaning. Some referred to it as horse-sense, and others called it common sense. One teacher said,

"The first qualification for a good superintendent is that he should possess plenty of common sense. Many superintendents have become inoculated with the false virtues of many educational ideologies, instead of resorting to sound judgment in solving their problems."

"Keeping the respect of others" was mentioned twenty-two times. Several teachers seemed to differ as to just what was included by the term "others." One said, "he should keep the respect of students and teachers"; another said, "he should have the ability to win respect of young people"; another stated, "he should be able to gain the respect of his faculty and student body without force"; and another said, "he should be a man who is liked and respected by community, teachers, and pupils."

In explaining the term "progressive", one teacher said, "a successful superintendent must be progressive in spirit and accomplishment"; according to another, "the superintendent must keep up with changes in the school set-up"; another said, "he must be continuously striving to improve"; one teacher mentioned, "he must have a progressive attitude"; and

another teacher wrote,

"He must keep up to date on school methods and trends, but at the same time nothing is more important in the use of these methods than the application of good common horse-sense."

Another teacher wrote,

"He should have a professional interest in the teaching field. He should be well read and keep up with changing conditions in school administration. He should be the educational leader, not the dictator. He should study the school plants of other systems, and plan the very best building that can be had for the money."

The element "energetic and lively worker" is self-explanatory, and needs no explanation. However, one or two examples will tend to make clear the meaning which was expressed by a number of the teachers. One said, "he must be a hard worker, knowing what he is doing"; another said, "he must be happy in conscientious efforts"; still another said, "school work should be his life work"; and finally we have, "he must never tire, but work all the year round."

One teacher expressed her idea regarding his work by saying:

"The superintendent must realize that everything works together for good. His work must be so much in his mind, soul, and thoughts, that he forgets himself, and does everything to make the school a completely organized institution, with no individual or organization taking any self-glory."

By "qualified", one teacher meant, "qualified from academic standpoint as both teacher and administrator, and possessing natural ability." A note of cynicism enters, when another teacher said, "a superintendent should be well qualified. However, it is not so much what he knows, as who he knows."

To most of the teachers "being a good mixer" meant the ability to get on well with people. One teacher thought that her superintendent's success was due in a large degree to the fact that he was a good street talker with all kinds of people, enjoyed visiting very much, and was a good mixer with his faculty and students.

"Broadminded" was expressed as having a broad vision, or being open-minded.

"Enthusiasm" was limited by one teacher to professional enthusiasm. Another said, "He must be enthusiastic and interested in students and all school work."

The term "experience" covered a varied field. One said, "He should have experience in the primary grades." Another pointed out the need for experience as a teacher and an administrator. Another said, "He must have a thorough training and some experience as a classroom teacher." Finally, one said, "The successful superintendent should have experience as a teacher, principal of junior high and principal of senior high, before becoming a superintendent."

Most of the teachers who mentioned "loyalty" as an element referred to it as loyalty to his teachers. One teacher expressed the general sentiment, when he said,

"A superintendent must be loyal to his teachers. He must be willing to help them enforce their decisions. A superintendent must represent his teachers in any community controversies. In other words, the teachers' actions must be defended against the pernicious "wolves" of the community."

Another pointed out the necessity of the superintendent's loyalty to his teachers, when she said,

"I consider one of the main characteristics of the successful superintendent to be: loyalty to his

teachers, - for even the pupils realize whether the superintendent is 'shooting square' with his teachers."

In regard to the superintendent "keeping the confidence of the public", most of the teachers usually included some mention of the students and teachers as well. One teacher goes so far as to say,

"Any superintendent who has the confidence of his teachers will be successful, even though he isn't qualified in some things pertaining to his job. Cooperation from his fellow workers will make his job well done."

The "ability to handle school finance" was regarded as desirable by all who mentioned it, except possibly one, who pointed out that his superintendent was too much interested in school finance, rather than in service rendered.

The element "friendly" is self-explanatory, and was used to include the superintendent's attitude toward students, teachers, and the public.

One teacher said,

"The ability to handle discipline problems cannot be absent in any successful superintendent."

Another said,

"One of the main characteristics of the successful superintendent is his ability to maintain discipline without too rigid regimentation."

Another expressed the need for this ability, by saying that he should be able to enforce iron discipline.

The superintendent's "ability as an organizer" usually referred to his ability to organize school work and carry out his plans.

A Comparison with the Ideas of Others:

One of the most commonly used means of determining the validity of a work is to compare it with the results of other works in the same field, or pertaining to the same problem. If there is no correlation, then chances are the work does not accomplish what it purports to do.

The Eleventh Yearbook, Department of Superintendents¹, lists thirty reasons, in order of frequency of appearance, given by two hundred sixty-four school board members, to explain the success of one hundred five superintendents.

A comparison of this list with the twenty-five essential elements mentioned in Table VI reveals that thirteen of the twenty-five elements listed by the teachers were mentioned specifically by the school board members. These elements are: (1) strong executive ability, which ranked first. It was referred to by the teachers as "administrative ability", and ranked fourth by them, based on total points accumulated; (2) pleasing or splendid personality was ranked second by the school board members and first by the teachers; (3) high intelligence was ranked third by the board members and eleventh by the teachers; (4) energetic tireless worker was ranked fifth by the board members and fourteenth by teachers; (5) well educated ranked sixth and ninth; (6) ability to secure cooperation was ranked seventh by the board members and tenth by the teachers, who include also the meaning that he be able to cooperate; (7) leader in civic and educational affairs was ranked eighth and third; (8) tactful, diplomatic was placed ninth by the board members and sixth by the teach-

ers; (9) progressive placed tenth and thirteenth; (10) ability to handle school finance properly was ranked as twelfth by the boards and twenty-two by the teachers; (11) strictly honest was placed eleventh by the boards and fifth by the teachers; (12) good disciplinarian was ranked nineteenth and twenty-fourth; (13) good mixer was ranked as twenty-fourth and sixteenth.

In addition to these thirteen identical elements, the board members listed as separate elements several which were included by the meanings of the twenty-five listed by the teachers. For example, number eighteen as listed by the board members was "keeps up to date professionally", which was included by the teachers in their second ranking element, "professional knowledge." Personal appearance, neat, and pleasing was ranked twenty-second by the board members, and was included by the teachers in their first ranking element, "personality." Cooperates with others was ranked twenty-fifth by the board members, and could be classified under "cooperative", as explained by the teachers. The board members' twenty-sixth element, namely: possesses common or "horse" sense was included by the teachers under the term "intelligent". Ability to get good results was ranked eleventh by the school board members, and may be included under "good organizer", which the teachers interpreted as ability to organize and get plans carried out.

¹Eleventh Yearbook, Department of Superintendents, National Educational Association, p. 339.

Thus, we have a total of eighteen of the twenty-five highest ranking points mentioned by the teachers also listed by the board members in their list of thirty highest ranking points. In other words, seventy-two per cent of the twenty-five high ranking elements were mentioned by the school board members.

It is interesting to note that the number of times which the thirty elements were mentioned by the two hundred sixty-four school board members varied from eight to ninety-one, while the variation in times mentioned of the twenty-five highest ranking elements by the teachers was from twelve to sixty-two.

The Eleventh Yearbook also gives a list of twenty-eight personal qualities which make for success in the superintendency, as reported one hundred or more times by city and rural school executives, as tabulated from replies of four thousand four hundred sixty-nine rural and city superintendents.

A comparison of this chart of personal qualities with those elements ranked highest by the teachers reveals that the following elements are common to both lists: Tact; training and experience; personal magnetism, which would be included under personality; common sense, listed by teachers as intelligence; executive ability, listed by teachers as administrative ability; leadership; honesty; cooperation; knowledge of work, listed by teachers as professional knowledge; energy, listed by teachers as energetic and lively worker; broadmindedness; progressiveness; understanding of

human nature, listed by teachers as psychologist; understanding of human needs, listed by teachers as understanding of people; perseverance, listed by teachers as worker, energetic and lively; personal neatness, listed by teachers under personality; and professional spirit, which was included by the teachers in the term professional knowledge.

A large portion of the remaining qualities listed by the superintendents were included in Table V, which included all the elements mentioned by the teachers. It should be noted that seventeen of the twenty-five most essential elements as listed by the teachers were included in the list of twenty-eight elements as listed by the superintendents. In other words, sixty-eight per cent of the twenty-five highest ranking elements as expressed by the teachers were included in the twenty-eight highest ranking elements as expressed by the superintendents themselves.

Another comparison might be made with a group of twenty-six personality traits, which was compiled by E. S. Lide, and ranked as to importance by twenty-five judges. Of course, these are all personality traits, but as has been pointed out before, many of the elements mentioned by the teachers could be classed as personality traits.

A comparison of these two lists reveals the following: The judges ranked leadership as number one, while the teachers ranked it as number three. Broadmindedness was ranked number six by the judges and number seventeen by the teachers. Cooperation was ranked as number fifteen by the judges and number ten by the teachers. Enthusiasm was ranked seventeenth

by the judges and eighteenth by the teachers. Industry was number twenty-four in the list, according to the twenty-five judges, and fourteenth by the teachers, who spoke of it as lively and energetic worker. Intelligence rated number seven with the judges and number eleven with the teachers.

Magnetism, number twenty-five on the judges' list, might be well classed under personality, as explained by the teachers.

Morality might possibly include the honesty element of the teachers.

Refinement might be classed as general education, as explained by the teachers.

Thus, we have only nine elements which are common to Lide's list and to the teachers' list. However, this illustrates the point made at the beginning of this paper, namely: the essay type was used in securing teacher opinion, rather than the check-list, because the check-list secured opinion on the items listed, and not necessarily a comprehensive statement regarding the subject at hand. Because these twenty-five judges were asked to rank in order of importance their estimation of twenty-six specified elements, we do not have a sound basis for comparison with the twenty-five elements listed by the teachers. Their expressed opinions pertain to Lide's list, while the twenty-five elements in Table VI express the teachers' idea of what it takes to make a successful school superintendent.

Another interesting comparison is one with a work done by Charters and Waples. Their study did not pertain to the

superintendent of schools, but rather to four classes of teachers. By interviews, they compiled lists of traits of senior high, junior high, elementary, and kindergarten teachers.

Let us compare the traits of each of these groups of teachers with those given in Table VI, pertinent to the superintendents.

For the senior high teacher, Charters and Waples² have compiled a list of twenty-six traits. A consideration of this list reveals that of the entire group, only ten were included among the twenty-five most essential elements as listed by the teachers: Attractive personal appearance was included by the teachers in the term personality; one teacher defined personality as including personal appearance and a sense of being well groomed. Cooperation, as listed by Charters and Waples, was called cooperative by the teachers. Diligence would be included in the term energetic and lively worker. Enthusiasm was found in both lists, ranking eleventh in the Charters and Waples list, and eighteenth in the list as compiled by the teachers. Good judgment was referred to by the teachers as intelligent. Honest was found in both lists, as was leadership. Magnetism could be classified as personality. In the list of teacher traits, open-mindedness could be listed as the element broadminded, as given for the superintendents. Progressiveness was also found in both lists.

²Charters and Waples, The Commonwealth Teacher Training Study, p. 67.

It should be pointed out that these two lists were not pertaining to the same group. The fact that many superintendents are taken from the teaching ranks justifies such a comparison.

This comparison reveals that forty per cent of the elements listed by the teachers, as essential to the success of the superintendent, were also listed by Charters and Waples as elements which made for success in the senior high school teacher.

A comparison with the elements which Charters and Waples list for the junior high school teacher reveals a very similar situation, as did the comparison with senior high teachers, the only change being the fact that cooperation was omitted from the list of elements by Charters and Waples, and in its place was given industry, which might still be included under the term energetic and lively worker. Thus, instead of ten identical elements, we have only nine, in comparing the junior high teacher with the superintendent.

Of the twenty-six elements listed by Charters and Waples, as pertaining to the intermediate grade teacher, all are identical with those listed for the senior high teacher, with the exception of one. Fluency is replaced by the trait intellectual curiosity, and a different arrangement of elements is observed. Thus, forty per cent of the traits listed for the intermediate grade teacher were listed for superintendents. This was also true of the primary and kindergarten teachers.

About the only conclusion, which can be drawn from this comparison, is that there is a definite relationship between

the traits of school superintendents and those possessed by teachers in all grades. A comparison of this work with that of Charters and Waples would not reveal any special group of teachers, who would be more likely than others to succeed as superintendents.

These comparisons with other lists should establish the fact that this work has a degree of validity. It is by no means in complete agreement with any of them.

It would be well to consider the importance of some of the individual elements listed by the teachers, as viewed by current writers in the field.

In regard to the element "personality", Reeder³ says,

"There is still another quality of leadership which is so important that it should be given larger emphasis than Cubberly gives in his excellent statement above. That quality is pleasing personality, which may be defined as that something about us which attracts people to us and gives them confidence in us.

"To have a pleasing personality according to Charters, a person should be (1) able to listen well, (2) be open-minded, (3) be friendly, (4) be forceful of speech and action, (5) be courteous."

In regard to leadership, Reeder⁴ says,

"The foremost function, therefore, of a school administrator, whether he be head of a department, a principal, a superintendent, or what not, is to furnish leadership to his department, school, or school system."

³W. C. Reeder, The Fundamentals of Public School Administration, p. 42.

⁴Ibid. p. 40.

In Bolton, Cole, and Jessup⁵, we find,

"The greatest service rendered by a superintendent is through his leadership."

Then, again, we find⁶,

"The measure of a superintendent can generally be taken by observing the pupils. In a thousand ways his character is reflected in the everyday performance of their tasks and in their spontaneous behavior on the school grounds, on the street, and in the home. The school board has a right to look to the superintendent for educational leadership."

Reller⁷ says,

"The superintendent should offer such leadership in his school as will cause the teachers and pupils to see close relationship between the school and community, and will stimulate them to work toward attainment of the most effective relationship."

In regard to leadership, we find again⁸,

"The superintendent must be the chief coordinator and the chief exemplar of the democratic way of working. He is the chief stimulator not only in professional interests, but often, also, in those that are extra professional."

In the School Administrators' own Yearbook⁹, we find:

"The small school system offers opportunities for professional leadership by the superintendent of schools and the members of his staff, which are limited only by their ability to appreciate the

⁵Bolton, Cole, and Jessup, *The Beginning Superintendent*, p. 48.

⁶*Ibid.* pp. 53-54.

⁷T. L. Reller, "The Educational Administration and the Community," *American School Board Journal*, Vol. 100 (August, 1940), pp. 17-18.

⁸A Teacher, *American School Board Journal*, Vol. 100 (February, 1940), p. 26.

number three, respectively. The element "good character" would include honesty and native intelligence, which was listed as merely intelligence by the teachers.

A number of the elements which were listed by the teachers are expressed by W. C. Reavis¹², when he says,

"Synthesis of the foregoing lists, as well as numerous other lists of such characteristics, reveals that the successful school executive should rate high in the following characteristics:
(1) unselfish motivation, (2) scholarly ability, (3) industry, (4) ability to get along with people, (5) executive capacity."

Of the elements mentioned above, only one would fail to come under the twenty-five set up by the teachers. Unselfish motivation was not listed in the group of twenty-five, but was listed in Table V as one of the elements mentioned by four of the teachers. Scholarly ability may well be classified under general education or intelligence. However, this same element was listed separately in Table V. Industry was listed by the teachers as energetic and lively worker. Ability to get along with people was listed as psychologist, and executive ability was referred to as administrative ability.

In regard to the superintendent's ability to understand people, one writer¹³ says,

"My superintendent knows how to get along with people. Never has he asked us to get along with him."

In regard to loyalty to his teachers and tact in handling

¹²W. C. Reavis, "Personal Character Desired in a Public School Executive," *Elementary School Journal*, Vol. 40 (February, 1940), p. 420.

¹³C. Erickson, "Meet the Superintendent," *School Executive*, Vol. 60 (December, 1940), p. 29.

them, this same writer¹⁴ says,

"He's always looking out for his teachers. He never forgets that he was once a classroom instructor. He has a good memory that way. He wouldn't for the world let me think that he is the commanding superior, and I his humble and fearing teacher."

Of cooperation, she¹⁵ says,

"Progress is made through cooperation. At the base of his plan of advancement is his implicit belief in Voltaire's maxim, 'I may disapprove of what you say, but I will defend to death your right to say it.'"

On this same element, Reeder¹⁶ has the following to say,

"He should seek suggestions and cooperation of every employee in administration and improvement of the school."

In regard to experience, Cubberly thinks that the superintendent should have five or six years of apprenticeship, during which time he would more than double the effectiveness of his general and professional collegiate preparation.

Superintendent Broome of Philadelphia sent inquiries concerning the qualities which make for success in the superintendency to fifteen school executives who are generally conceded to be successful. They represented cities from fifty thousand to one million population. One of the elements which they listed was ability to understand people, win their confidence, and secure cooperation in worthy enterprises.

¹⁴Ibid.

¹⁵Ibid.

¹⁶W. G. Reeder, "Professional Ethics - A Code for Administrators," Nations Schools (January, 1941), pp. 50-51.

Bolton, Cole, and Jessup¹⁷ express the general opinion regarding the superintendent's handling of school finance, when they say,

"The superintendent's leadership with the Board of Education depends largely upon his knowledge of school finance."

And again¹⁸,

"In no other single way is a superintendent so apt to impress the board of education favorably as in his business management."

¹⁷Bolton, Cole, and Jessup, *The Beginning Superintendent*, p. 120.

¹⁸*Ibid.* p. 69.

TABLE VII
COMPARISON OF OPINIONS ACCORDING TO SCHOOL SIZE

ELEMENT	RANK BY SCHOOL SIZE		
	Groups		
	1	2	3
1. Personality	1	1	2
2. Professional knowledge	2	25	1
3. Leadership	5	8	4
4. Administrative ability	3	10	3
5. Honesty	11	2	14
6. Tactfulness	4	6	12
7. Understanding	10	3	15
8. Psychologist	6	15	6
9. Education, general	21	4	8
10. Cooperative	8	5	19
11. Intelligent	14	24	5
12. Respect, keeping of others'	16	16	11
13. Progressive	15	19	9
14. Worker, energetic and lively	7	17	24
15. Qualifications, academic	9	20	18
16. Mixer, good	12	11	23
17. Broadminded	22	21	7
18. Enthusiasm	17	13	17
19. Experience	23	7	21
20. Loyalty	24	9	20

(Table VII continued)

ELEMENT	RANK BY SCHOOL SIZE		
	Groups		
	1	2	3
21. Confidence, keeping of public's	20	22	13
22. Finance, ability to handle school	18	23	16
23. Friendly	19	14	22
24. Discipline, ability to maintain	13	12	25
25. Organizer, good	25	18	10

Consideration of Opinions According to School Size:

Table VII shows the twenty-five most essential elements in order of importance, as ranked by all the teachers, and their rank by the three different school sizes. This order of importance was determined in the same manner as was the rank of elements in Table VI.

In other words, the twenty-five most essential elements were listed in the order given them by all the teachers. Then, in column two was listed the rank which the element would have had, had these twenty-five highest elements been arranged only by teachers in Group one, which included those teachers in schools of fifteen or less teachers. In column three was listed the rank which the element would have received had it been ranked only by teachers in Group two, which included teachers in schools having sixteen to thirty-five teachers. Column four gave the rank which the element would have received had it been ranked only by teachers in

Group three, which included those in schools of more than thirty-five teachers.

This table is, to a large extent, self-explanatory. A few interesting facts might well be mentioned with regard to it. Personality, the highest ranking element based on the opinions of all the teachers, was also placed first by Groups one and two, and placed second by Group three. This would indicate that regardless of the size of the school system, there was a conformity of opinion in regard to this element. In contrast to this uniformity of opinion, we have professional knowledge being placed second by all the teachers, second by Group one, first by Group three, and twenty-fifth by Group two.

Table VII reveals that there was a general reshuffling of elements by each of the three groups, as compared with the opinions of the entire group. Not one single element received the same rank by all four of these classifications, and only one, personality, received the same ranking by three of the four classifications. Next to this there came the elements: keeping the respect of others, professional knowledge, tactfulness, enthusiasm, loyalty, and good organizer, which received the same ranking by only two of the four different classifications. The remaining eighteen elements received a different ranking for each of the four different classifications.

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TABLE VIII
COMPARISON OF OPINIONS ACCORDING TO YEARS TAUGHT

ELEMENT	RANK BY YEARS TAUGHT		
	Groups		
	A	B	C
1. Personality	0	1	1
2. Professional knowledge	0	5	2
3. Leadership	0	2	9
4. Administrative ability	0	6	5
5. Honesty	0	4	6
6. Tactfulness	3	3	11
7. Understanding	5	7	7
8. Psychologist	0	22	3
9. Education, general	0	15	4
10. Cooperative	1	9	15
11. Intelligent	0	10	10
12. Respect, keeping of others'	0	8	20
13. Progressive	0	12	17
14. Worker, energetic and lively	0	17	12
15. Qualifications, academic	0	11	23
16. Mixer, good	0	24	8
17. Broadminded	0	13	21
18. Enthusiasm	0	14	19
19. Experience	2	20	25
20. Loyalty	0	21	16

(Table VIII continued)

ELEMENT	RANK BY YEARS TAUGHT		
	Groups		
	A	B	C
21. Confidence, keeping of public's	0	18	18
22. Finance, ability to handle school	0	23	14
23. Friendly	0	16	22
24. Discipline, ability to maintain	4	19	24
25. Organizer, good	0	25	13

A Consideration of Opinions According to Years Teaching Experience:

Table VIII is a comparison of the opinions of the teachers, based on the number of years teaching experience of the teachers who replied.

In column one of this table, the twenty-five most essential elements were ranked in the order of importance as ranked by all the teachers and given in Table VI. Column two listed the rank as given by Group A, which included first year teachers, and due to the fact that only two teachers were in this group, few of the elements were even mentioned by this group. Column three ranked the elements according to the opinions of the teachers in Group B, which included those teachers of from two to eight years teaching experience. Column four gave the rank according to those teachers in Group C, which included teachers with nine or more years teaching experience.

As has already been pointed out, Group A afforded only two replies, and, therefore, can be considered as of only very little importance. Of these twenty-five highest ranking elements, only five were mentioned by these two teachers.

Disregarding Group A, we find personality, the high ranking element according to the entire group, ranked first by both Groups B and C, and it is the only element given the same rank in three of the four classifications. No element received the same rank in all four classifications. On only four different elements did Groups B and C agree as to rank. They were: personality, understanding, intelligent, and keeping of public's confidence. On none of the other twenty-one elements did they agree as to rank.

In this table, as in Tables VI and VII, rank was determined by adding the times mentioned to the points scored.

TABLE IX
COMPARISON OF OPINIONS OF HIGH SCHOOL AND ELEMENTARY TEACHERS

ELEMENT	RANK BY GRADES TAUGHT	
	Groups	
	X	Y
1. Personality	1	1
2. Professional knowledge	2	2
3. Leadership	6	3
4. Administrative ability	3	7
5. Honesty	4	5
6. Tactfulness	8	4
7. Understanding	5	8
8. Psychologist	7	13
9. Education, general	9	9
10. Cooperative	15	6
11. Intelligent	13	14
12. Respect, keeping of others'	12	22
13. Progressive	10	23
14. Worker, energetic and lively	22	12
15. Qualifications, academic	11	24
16. Mixer, good	18	17
17. Broadminded	21	16
18. Enthusiasm	16	18
19. Experience	17	19
20. Loyalty	24	11

(Table IX continued)

ELEMENT	RANK BY GRADES TAUGHT	
	Groups	
	X	Y
21. Confidence, keeping of public's	23	15
22. Finance, ability to handle school	14	25
23. Friendly	25	10
24. Discipline, ability to maintain	19	20
25. Organizer, good	20	21

Comparison of Opinions of High School and Elementary Teachers:

Table IX compares the opinions of teachers in Group X, which included high school teachers, and Group Y, which was made up of elementary teachers.

Again, column one listed the twenty-five most essential elements as ranked by all the teachers. Column two gives the rank according to the opinion of high school teachers, Column three gives the rank according to the opinion of the elementary teachers. This ranking for column was determined in the same manner used to determine the rank of elements in Table VI.

Personality, the highest ranking element for all the teachers, was also the highest ranking element for each of these two groups. The same second ranking element, professional knowledge, in Table VI was also ranked second by each of these two groups. General education, which was ranked as ninth by all the teachers, also received the rank of ninth by each of these two groups. The following elements received

the same rank by two of the three different classifications: leadership, honesty, keeping the respect of others, enthusiasm, and experience. The remaining elements received different rankings by each of the three different classifications.

There appears to be very little relationship between the opinions of grade and high school teachers. However, it should be noted that the fact that a different ranking was given to a specified number of elements, by no means proves that their opinions have no relationship.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Summary of Work:

This work was carried out with the idea of affording a self-evaluation scale to superintendents, and also a basis for the evaluation of superintendents by school boards. As a basis on which to formulate such a scale, the opinions of teachers in Oklahoma were considered.

The questionnaire was employed as an agency for the collection of the desired information. The questionnaire was circulated throughout the state, with particular attention being given to geographical distribution and to school sizes.

The replies from these questionnaires were tabulated and a chart made listing in alphabetical order all the elements mentioned by the questionnaires, giving the number of times each was mentioned, and also the number of points which each scored, based on their rankings in Part II of the questionnaire.

From this list of one hundred fifty-five different elements, the twenty-five highest ranking were selected and arranged in order of importance.

Each of these elements was considered individually, and compared with elements listed in other works, and mentioned in the literature on this subject.

This comparison with other works indicated the validity of this work. It was found that there was considerable agreement between the ideas of teachers and others, in listing the

elements essential to the success of the superintendent. A comparison with the thirty elements listed in the Eleventh Yearbook revealed that the school board members included seventy-two per cent of the elements which the teachers had listed.

A comparison with the work of Charters and Waples, in regard to teacher traits, revealed that there was a definite relationship between the traits of teachers and the traits of superintendents, but indicated no particular group of teachers, who possessed a greater similarity to the superintendent than the other groups.

The comparison of opinions of teachers according to school size indicated little conformity among the three groups, in ranking the twenty-five most essential elements. This same thing was found to be true when comparisons were made according to years teaching experience of the teacher, and according to whether she was a high school or grade school teacher.

Statement of Contribution:

This work makes available the summarized opinions of a number of Oklahoma teachers, and affords a basis for self-evaluation to the superintendent, also a list of elements which might be used by boards of education in dealing with their problem of superintendent selection and re-employment.

It is based on the assertion of Herbold that of all the people who evaluate superintendents, the teacher is best qualified.

This paper gives the opinion of Oklahoma teachers in regard to the elements which make for success in the Oklahoma superintendency, and should be, therefore, of particular value to Oklahoma superintendents and boards of education.

Statement of Limitations:

Possibly one of the most serious limitations of this paper is the rather small number of replies on which it is based. As has already been pointed out, only one hundred fifty-six replies were received. One explanation for this might well be the type of questionnaire employed. The questionnaire did require more thought and time than would have been required by a check-list.

There is a possibility that another method by which the work might have been improved would have been the use of a more objective type of questionnaire.

Possibly the opinions of teachers should have been combined with the opinions of principals and of superintendents.

Consideration might have been given to the qualities possessed by superintendents who are considered successful, as viewed by their own teachers.

Suggestions for Further Study:

A more detailed study might be carried out pertaining to the qualities actually possessed by superintendents who are recognized as successful, as compared with the elements listed as most important by the teachers.

A study might be made to determine whether or not there is any relationship between the possession of these qualities and the number of years which a superintendent remains in his

position.

A study might be made to see if there is any correlation between the possession of these elements by the superintendent and the scholastic success of his students in high school and later in college, or between his possession of these elements and the financial success of his students after school.

This study could be further verified by obtaining the opinions of a much larger group of teachers.

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