9. The provision of opportunity for a pupil having done an especially creditable piece of work to make a report to the group.

10. The bringing of pressure to bear upon the indolent pupil.

11. The provision of opportunity for the pupils as a group to participate in contract-making.

12. To provide for the teacher an opportunity to become familiar with the background or character of the pupil's information on a given subject, exploratory to the setting up of tasks to be done.

R. B. Marston

MAKING SCHOOL SUPERVISION MORE DEMOCRATIC

ONE fundamental aim of education is the preparation of the individual as a prospective citizen and co-operating member of society; and it should be the purpose of supervision to so improve instruction that this aim of education may be more fully accomplished. Therefore, it seems worthwhile to consider what may be the demands of democracy on school supervision.

It is generally agreed that by supervision we mean those activities of the supervisor which have for their purpose the improvement of instruction by the teachers. This may be supervision of teachers in training or teachers in service, for both are of the same general type, and have the same underlying principles. The democratic viewpoint is that the supervisor exists for the sake of the teachers and the children who are being instructed. Her every act should further their independence and efficiency.

If democratic principles are to prevail in the work of the supervisor, there must be a democratic organization of the entire school system, rather than the autocratic or military type of organization, which has been found in the past in too many of our schools. In the Annual Report of the Superintendent of Schools of Oakland, California (1917-18), there is an excellent contrast of these two types or organization. As this superintendent says, "An efficient working organization in which there is a solidarity of spirit and a universally united action is absolutely essential to the carrying out of a democratic policy in the schools." This solidarity of spirit comes from the common purpose and viewpoint which permeates the entire system, the purpose to provide for the maximum development of efficiency upon the part of all teachers.

The organization of a supervisory force may vary, but in any case the same democratic principles should apply. Every organization must have a head, which usually is the superintendent, but in democratic organization the superintendent uses his authority only in purely administrative matters. His immediate co-workers and staff will be regarded as a cabinet upon whose advice and co-operation he will constantly depend. His chief responsibility will be directing the larger issues and unifying the whole. There will be a sharing of responsibility for the success of whatever program is agreed upon.

The first duty of the supervisor is to lay the basis for co-operation in her work with the teachers by bringing to the consciousness of the whole group the common purposes which direct their work, and to secure the "whole-hearted identification of self" of each with the aim of improving instruction and thus benefiting the child for whose welfare the entire school system exists. To secure this genuine feeling of membership in the group calls for a high degree of leadership on the part of the supervisor.

What, then, should be the procedure followed in making use in supervision of the following agencies?

Teacher's Meetings: In all teacher's meetings with the supervisor a feeling of common interests should prevail. This can best be accomplished by taking up for discussion only those problems and difficulties which are felt needs on the part of the
teachers, those questions which have been presented by the teachers themselves, or needs for help which were observed by the supervisor in visiting the classroom and by her tactfully brought to the consciousness of the teacher. There should be free discussion of all subjects, bringing out all facts and different phases, and respect should be shown for each individual opinion.

The supervisor’s special effort should be directed towards getting a contribution from each teacher present according to the ability and expert knowledge of each. When problems come up which cannot satisfactorily be settled in these meetings, a democratic procedure would be to appoint committees and special advisers who are representative of the teaching force to further study the question with the help of the supervisor. These meetings should be most fruitful in developing, on the part of the teachers, the initiative and judgment which they so much need in meeting the problems of their classrooms. The democratic control and organization of such groups should be such as the teacher is supposed to have in controlling her pupils.

Conférences with Individual Teachers: Whenever possible, the situation should be so manipulated by the supervisor that the conference comes as the result of a request from the teacher. The opportunity for this may come when visiting the classroom, when offering some new professional literature, or when asking for the teacher’s help in solving some other teacher’s problem. What is observed in the supervisor’s visit to the classroom is frequently the basis of such work which is representative of the best efforts of the teacher. She should not judge the whole of a lesson by a detached part which she may see in a few minutes. This is not respecting the rights of the teacher. If the teacher feels that she has not done her best because of some unusual circumstance, she has a right to ask the supervisor for another chance. To grant this is to show due consideration for the personality of the teacher.

When the teacher comes for a conference, the attitude of the supervisor should be such that she is reassured and encouraged to present her difficulties and to ask for help. The attitude of the expert who “knows all” is not democratic. Supervision is a matter of inspiring teachers to their best efforts, and here is an opportunity to recognize the worth of each individual’s effort and to stimulate growth and development. The supervisor’s day should be so organized and planned that her office hours will best fit in with the free time of the teacher, thus making her accessible in case of special need.

Visiting: One commonly used means of improving instruction is visiting: the supervisor visiting the teacher in her classroom, one teacher visiting another, or a group who are interested in the same problems visiting, either within or without the school system. This is a legitimate means in so far as it is carried on with a proper purpose and with respect for the rights of the individual teacher. The supervisor should sanction and arrange all such visiting that will promote the growth of the teachers concerned, either by supplying new inspiration or giving help in methods or discipline. A visit solely for the purpose of inspection is undemocratic.

A visit should be arranged with the consent of the teacher visited and at the time best suited to her. Such visits should be followed up with conferences, reports, constructive suggestions for changes, plans for trying out such changes and for experimenting to determine the value of these. Demonstration lessons to make clear certain principles or methods may be given by the supervisor, or some especially gifted teacher. The teacher visited should be included in all of these activities with the visiting teachers and the supervisor. The purpose of the supervisor is to present and suggest
ideas, then leave her teachers free to accept or reject, to take that which they can use and make their own.

*Rating and Testing:* A democratic policy will demand a co-operative scheme of rating in evaluating the work of the school—a scheme by which the teacher is rated not only by the supervisor but by herself and her fellow teachers, and the supervisor is rated by the teachers. The supervisor will allow her teachers to experiment with new methods and devices to the extent that she respects their rights and recognizes their abilities as individuals, using her authority only to safeguard the interests of the child.

The use of scientific tests and measurements as a means of testing the results of supervision has been proved to be most valuable. These objective tests are much fairer to the teacher than is the use of personal judgment alone. The teacher should participate in their administration and in checking and studying results in such a way as to make them a means of improving her work. She, as well as the supervisor, is vitally concerned.

*Curricula Making:* The reconstruction of the curricula of our schools to meet the changing conditions of democracy has come to be recognized as one of the best means of improving instruction in the schools, and much of this type of work is now being done. The entire supervisory force and teachers working together should do this. The supervisor, because of her superior training and experience, is an expert in her field. Her opinion should have great weight, but not to the extent of imposing her views upon the group and failing to allow all to have a share in forming the curricula. She may propose and direct and unify the work while she recognizes the right of each teacher to be guided by her best thought in accepting the proposals. She has the responsibility of leading them to recognize and understand the best in educational theory. Dr. Judd says, in an article on *Democracy and American Schools,* that America's contribution to democracy is a science of education, a body of scientific principles which are an adequate substitute for the old type of autocratic control. The curricula should reflect these principles.

The teachers will be growing in initiative, judgment, and a sense of responsibility through participation and will have an added sense of the value of the curriculum, because it is partly their handiwork. The collective judgments of the group as a whole are apt to be much sounder and more practical than that of any one individual in the group. In this way of making a curriculum, there comes the opportunity to capitalize the special talents of any individuals.

The spirit of democracy is growth and progress. If this is to prevail in the school, then the curriculum must embody this spirit. The content must stimulate in the child intrinsic learning and provide reconstructed experiences for him on higher and richer levels. There must be provision for selection and variations of subject matter so as to adapt it to the individual differences of teachers and children in abilities, needs, and interests. There must be provision made for modifications, as these modifications become apparent in its administration.

*Activities Affecting the Community:* The supervisor's responsibility to direct, to unify, to encourage, to improve, to inspire does not stop with the teachers, but extends to the community. It is not enough that there be numerous and varied shared interests among the school group, but these interests should be joined up in a great many ways with the interests of the community. The school belongs to the community and cannot exist independently of it. Both supervisor and teachers should feel responsible not only participating in but initiating activities which means the promotion of the spirit of democracy in the community. This responsibility is especially great along the line of educating the community to understand and appreciate the efforts of the
school to put the work on a higher plane. Both should see that a large social relationship exists in their work and feel that the school is making a contribution to social progress. Democracy implies interdependence of the individual and the group. Just as the life of no individual teacher is complete without associated living with her group of co-workers, so the life of the school group is not complete without the associated living with the larger community group.

Emily Goodlett

OBJECTIVE CLASSROOM
TESTS

IT IS now quite generally recognized that teacher's marks based on the traditional essay type of examination are inaccurate and unreliable. Investigations as to the sources of error in written examinations conducted by Starch, Kelly, Dearborn, Johnson, and others brought into relief many inherent defects. It was disclosed that some teachers gave very high marks and others very low marks; that the same teacher assigned different marks to the same paper when it was disguised; that good teachers differed widely as to the marks they gave the same paper. This evidence of great unreliability soon created a widespread doubt and dissatisfaction concerning traditional methods of testing.

The first attempt to meet the problem and to correct the situation was the development of standard tests. This scientific attempt to correct the measuring situation in education brought into the field an army of experts too numerous to mention. A large number of standard tests have been devised for practically all of the common school subjects. As a consequence testing is being elevated to a scientific basis and teaching is becoming more effective. The standardizing movement insists on uniformity in the giving, taking, and scoring of the test; a definite time limit is assigned, a norm established, subjectivity in grading is eliminated, and writing is reduced to a minimum.

Teacher's objective classroom tests were a natural outgrowth of the standard tests. These tests have been given many names in modern educational literature. Sometimes they are spoken of as Nonstandard Tests, again as the New-Type Tests, and, as I prefer to call them, Objective Classroom Tests.

Now the objective classroom tests have, I believe, many points of advantage over the two previously mentioned types of tests, namely, the traditional written examination and the standard tests. But they are, I would insist, at their best when used to supplement and not to replace the other types. As regards the written essay type of examination, the objective tests are (1) more interesting and challenging to both teacher and pupil; (2) they are more economical in time and energy; (3) they are superior in their objectivity; (4) they are easier to score because the responses are definite and either right or wrong; and (5) as a rule a definite time limit is imposed.

There are several advantages which objective classroom tests possess over the standard tests: (1) they are inexpensive; (2) they can be directly adapted to subject matter which has been locally taught; (3) they are more potent in teacher improvement since they are teacher-made; and (4) they do not overemphasize standardization as many feel has been done by the standard movement. Everything considered, I believe that the objective type of classroom test more nearly fulfills the requirements of a good test than any of the other types, although each type has its merits and a definite place in educational testing.

In the construction of objective tests it is important to keep clearly in mind certain definite requirements. I shall note some of the major ones.

1. Make the Tests Objective

Objectivity is one of the prime requirements of the new-type tests. By objectivity