

**A Study of the Administrative Practices
of School Superintendents in
Second Class Kansas Cities**

A Thesis

**Submitted To The Department of Education
and The Graduate Council of The Kansas State Teachers
College of Emporia in Partial Fulfillment of The
Requirements for The Degree of
Master of Science**

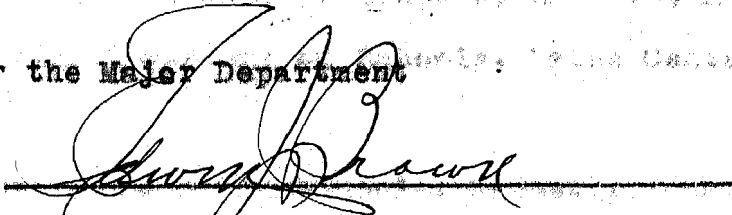
By: **Geo. B. Lanning**
June 1930

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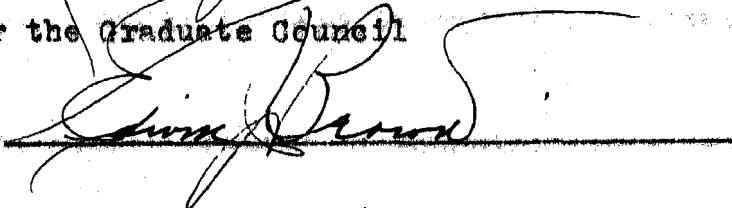
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C. H. Oman, Superintendent of Schools, Garnett, Kansas.

Clyde U. Phillips, Superintendent of Schools, Eureka, Kansas.

R. C. Purressel, Superintendent of Schools, Florence, Kansas.

E. R. Sonnenberg, Superintendent of Schools, Council Grove, Kansas.

O.H. Thomas, Superintendent of Schools, Osage City, Kans.

Raymore B. Welcher, Superintendent of Schools, Burlington, Kansas.

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Part I

THE PURPOSE

The purpose of this study is to learn the administrative practices of superintendents in second class Kansas cities and to present these practices in such a way that they may be useful in acquainting administrators with the problems as they actually exist in the field of administration. To aid the college professor in building his administrative curriculum around the activities which the superintendent actually performs is another purpose which it is hoped the investigation will serve.

HISTORY

A history of school administration will essentially be predominantly a local one. While education in all its phases has enjoyed a national growth its development is necessarily parallel to that of the social development of the country. A history of local school administration in the United States has not yet been compiled. Such a task would involve many difficulties due to the lack of uniformity of educational ideals and principles as well as the variance in the forms of municipal government. This diversification extended to the states as well as local governments. Cubberley has it that the New England, the middle and the southern colonies each, as groups, operated their school systems under a different educational idea or ideal. The New England group had religion as its underlying ideal and its schools were maintained for the purpose of preparing the youth of New England for the ministry. Since church and state were practically one, the administration of the local New England schools was of a religious nature. The middle colonies, however, did not attempt to control education definitely but left education and its administration to the private or parochial schools. The southern colonies made little attempt to provide or administer the schools but adopted a policy of non-state-interference. As a consequence there developed in these colonies a system of

1. Cubberley, Ellwood P. Public Education in the United States, Houghton Mifflin Co., 1919.

private schools for the well-to-do and pauper or charity schools managed by the church for the education of the poor. There is one similarity that is evident, the dominance of the church in the administration.

The early colonists settled in towns. Each town was practically autonomous with all of its functions and activities carried on by its own town government, the town meeting. This meeting was dominantly religious as was the very purpose of the colony. The colonists had left their home land principally for religious reasons. Naturally, one of their first interests was to perpetuate their religion and their culture (of which their religion constituted a large part). This, they realized could be achieved only through the education of their children. As a result we find the colonists fostering a system of schools. The earliest elementary school is found to be the petty or dame school. These were, in a way, private undertakings since one woman would, for a small sum, attempt to instruct the children of those families who desired to send them to her. She administered her own school, subject only to the approval of her patrons and the mores of the town. Another type of elementary school was the school of the 3 R's. This school developed out of a combination of the dame school and the writing school and was administered in much the same way as the dame school. The Latin grammar school came in as a public school. It was administered by the master but always subject to the approval of the ministry. Indeed most of the masters were more preachers than pedagogs. The Latin grammar school

had as its purpose the preparation of boys for Harvard which in turn prepared them for the ministry.

In 1642 a law was passed in Massachusetts directing the officials in all towns to see that parents attended to the education of their children. A fine was imposed on those towns failing to comply. In 1647 a law was passed compelling all towns to provide elementary schools and the larger towns to provide secondary schools. This probably inaugurates public education in the United States and, as has been stated, these schools were administered by the town meeting delegating the administrative function to the ministerial body and to the school masters.²

About 1725 it became increasingly evident that the old town unit of administration was inadequate to meet the needs of the educational system. Towns had increased in population and area. Outlying districts were becoming populated. The old town government was becoming inadequate. As a result, there evolved the district system. This rapidly supplanted the old administrative unit and for years the district system of school administration reigned supreme. Paralleling its growth and development we find the authority of the church in educational administration ever dwindling. By the close of the 18th century the only activity of the ministry in education was that of accompanying the town authorities in visiting the school

2. Cubberley, Ellwood P. op. cit.

Whereas, formerly, they had visited, supervised, certified and practically hired the teachers in the schools. Education by 1800 is less and less a church function and more and more a state function.

About this same time (1798) there came about another development in school administration. The old town meeting or council found its tasks far too numerous and diversified. It began to divide and subdivide. As one of its divisions came the separate school committee, organized for the purpose of administering to all the educational needs of the public school or schools. This committee was the predecessor of the modern school board which began its development somewhere between 1798 and 1825. The first city public school system appears in Cincinnati in 1825.

The school board, as did its predecessor, the town council, found itself confronted with an ever increasing array of educational problems of all sorts, curricular, supervisory, executive, legislative, what not. To meet the exigencies of the time the board, like its predecessor, began to subdivide into committees. Each committee was more or less investigatory and attempted to solve the particular problems that were passed along to it. It became increasingly evident that these committee duties should be, to a certain extent, delegated to one individual who could spend his entire time and energy in fulfilling them. The result was the creation

of the office of the city superintendency of schools about
1836.³ Since that time the superintendent has taken more of
the function of administration of schools from the board un-
til at present the board retains (at any rate in the larger
towns and cities) merely its legislative function. As a
result the superintendent of schools has today a highly dev-
eloped staff to which many of his original administrative
duties are now delegated and sub-delegated.

3. Monroe, Paul. Cyclopedia of Education. Vol. 2, p. 2.

THE PROBLEM

In order to arrive at a more complete understanding of the superintendent's position in the school system, it is necessary to analyze the work which these officials are required to perform. The following are the questions which are to be answered:

1. What are the duties of the superintendent of schools?

To determine, analyze, and evaluate the work done by the superintendents of schools in ten second class cities in the central part of Kansas while these officials were on the job attending to the welfare of the school systems.

This study is limited to second class city schools systems because these schools, being about the same size, have common problems, which, when performed, make up the duties of superintendents.

2. What are the responsibilities of the superintendent of schools?

METHOD OF PROCEDURE

In order to arrive at some conclusions as to the work of the superintendent of city schools, the broad lines of inquiry upon which this investigation is based, are as follows:

1. What are the facts concerning the present incumbents as to experience, professional training, and self improvement?
2. What is their relationship with the board of education, patrons and community, principals, teachers, and pupils?
3. What is the common practice in curriculum organization, and economical organization and practices?
4. How is his time distributed through the day?
5. What are the joint administrative problems and degrees of authority exercised by the superintendent?
6. What is being done about health requirements and activities?

The first task in connection with this study was to prepare a checking list of activities which the superintendents actually carry on while on the job in a form convenient to use with a minimum of time and effort. In preparation of the list, books, magazines, and bulletins were examined for the purpose of finding suggestions relative to the work of a superintendent of schools. The checking list was used as a tool in securing the data.

Ten superintendents in second class cities in the vicinity of Emporia, were selected and personally interviewed by the writer. The interview took place in the superintendents' office in their respective schools. The writer explained to each superintendent the purpose of the study and the fact that the schools were to be used as a group and that no reference would be made to any one system. The superintendents were all free and open with their discussion and seemed anxious to give the information desired. The average length of time required for an interview was about three hours. The cities which were used have an average enrollment of 949 pupils while the average number of teachers employed in each school is 36. It is thought by the writer that since a small number of schools were used that the average might be a more accurate measure than the median.

The average enrollment and the average number of teachers employed in the cities studied is a little higher than the median for second class cities in the state.

⁴
Herbert Sloan in his Masters Thesis, "The Status of Public School Administrators in Kansas", shows that the median for enrollment in second class cities of Kansas is 826, and the median for teachers employed in second class cities is 33.

The data collected in this study is presented in tabulated form.

4. Sloan, Herbert L. The Status of Public School Administrators in Kansas. Masters Thesis Kansas State Teachers College, Emporia, Kansas. 1930.

A Study of the Administrative Practices of the
Superintendent in Second Class Kansas Cities

Checking List

The following information was secured by a personal interview
with the superintendent of schools in the town of _____

Date _____

A. Preparation of superintendent.

1. Number of years of education beyond high school:

a. in normal school or teachers college. 1-2-3-4.

b. in liberal arts college. 1-2-3-4-5-6.

c. in college of education. 1-2-3-4-5-6-7.

2. Highest degree now held _____ date of degree _____

3. Number of hours in:

a. educational administration _____

b. educational psychology _____

c. supervision of instruction _____

d. curriculum construction _____

4. Years experience in educational work:

a. teacher in elementary school _____ rural school _____

b. teacher in high school _____

c. as principal of elementary school _____

d. as principal of high school _____

e. as superintendent of schools _____

5. Number of years in present system _____

a. in present position _____

B. Number of teachers under your supervision _____

1. Number of pupils _____

2. Number of buildings _____

C. Number of principals _____

D. Number of office clerks _____

1. Full time _____

2. Part time _____

E. Personal improvement.

1. About how many books dealing with special and general work of administration have you read during the last year? _____

a. which in your opinion is most valuable? _____

2. How many magazines dealing with your special work as an administrator do you read regularly? _____

a. which in your opinion is most valuable? _____

3. How many daily papers do you read? _____

List _____

4. Do you attend summer school? _____

Date of last summer attended _____ Where? _____

5. Do you teach in summer school? _____ Where? _____

6. Do you often visit other

Date of last visit _____

7. Do you attend educational meetings? _____

a. county _____

b. state _____ on any state committee? _____

c. national _____ on any national committee? _____

8. Number of articles written in last year? _____
9. Number of articles published in the last year? _____
10. Do you write for the local paper? _____

RELATIONSHIP WITH PUPILS

A. Scholarship.

1. What system of grading is used? _____
- a. A,B,C,D _____
- b. 1,2,3,4 _____
- c. other system used _____
2. Does the grade depend upon:
- a. quizzes? _____
- b. daily preparation? _____
- c. term papers? _____
- d. note book? _____
- e. a combination of? _____
3. Did you institute this system? _____
4. How often are parents notified of pupils marks and work?
- a. high school? _____
- b. grade school? _____
5. Does superintendent have consultations with pupils who are failing? _____
6. Does superintendent change or suggest changing the mark of any pupil in order to raise it to credit

level? _____

7. Does superintendent give or delegate the giving of intelligence tests for the purpose of classifying pupils in this school? _____ to whom delegated? _____
- a. name of tests used _____
8. Does superintendent give or delegate the giving of standard educational tests for the purpose of classifying pupils in this school? _____ to whom delegated? _____
- a. name of tests used _____
9. Does superintendent or any one in the system score and tabulate the results of:
- a. intelligence tests? _____ who? _____
- b. educational tests? _____ who? _____
10. Does superintendent or any one in the system calculate and make a permanent record for individual pupils as follows: (check separately)
- a. mental age? _____ who? _____
- b. intelligence quotient? _____ who? _____
- c. educational (subject) age? _____ who? _____
- d. educational quotient? _____ who? _____
- e. accomplishment quotient? _____ who? _____
11. Does superintendent or anyone in the system prepare tables and graphs of the results of:
- a. intelligence tests? _____ who? _____
- b. educational tests? _____ who? _____

12. Does superintendent or anyone in the system prepare special classification sheets to show to which grades pupils should belong according to all the facts collected and recorded concerning them? _____
who? _____
13. Does superintendent make special promotions or demotions of pupils in order to classify them by grades according to all the facts collected and recorded concerning them, as far as conditions seem to warrant such action? _____
14. Does superintendent or anyone in the system make age-grade-progress-tables to show the situation in this school in respect to acceleration and retardation of pupil? _____ who? _____

B. Attendance.

1. Compulsion attendance is in charge of:

- a. truant officer? _____
- b. teacher? _____
- c. policeman? _____
- d. deputy sheriff? _____
- e. superintendent? _____
- f. others? _____

2. Regular attendance is encouraged by:

- a. no plan? _____
- b. make up work? _____
- c. honor roll? _____

- d. certificates? _____
- e. prizes? _____
- f. appeals to pupils? _____
- g. other methods? _____

3. Is superintendent responsible for enforcement of attendance? _____

- a. if not who is? _____

4. Do you have detention rooms for make up work? _____

- a. who is in charge? _____

C. Extra-Curricular Activities.

1. Does superintendent guide the social activities of pupils? _____ If "yes" how? _____

2. Does superintendent require certain standards of scholarship other than what the athletic association prescribes for participation in contests? _____

- a. if "yes" what are they? _____

D. Physical Education.

1. Does superintendent provide for physical training for all pupils adapted to their needs, based on a physical examination? _____

2. Is provision made for:

- a. a school doctor? _____

- b. a nurse? _____

- c. a dentist? _____

- d. who pays for this service? _____

E. Are pupils allowed to select own course of study? _____

F. Pupil Activities.

1. Do pupils welcome your participation in their activities? _____
 Reasons for your answer _____

2. Do you call pupils to your office for consultation? _____

a. on what basis? _____

G. Taking the Census.

1. Who takes census? _____

2. When is it taken? _____

RELATIONSHIP WITH PATRONS AND COMMUNITY

A. Does superintendent regularly attend meetings of Parent Teachers Association? _____ About how often a year? _____

B. Does superintendent regularly recommend to Parent Teachers Association? _____ What were some of your recommendations during past year? _____

C. To what extent does superintendent participate in:

1. Religious activities of community? very much, much, little, none.

2. Social activities such as clubs, lodges, dances, and parties of community? very much, much, little, none.

D. Name other community organizations which superintendent is a member _____

E. Does superintendent keep the public acquainted with the aims, needs, and achievements of the school by varied types of publicity; such as visiting days, exhibits, and news-

papers? _____

- F. Does superintendent provide aid in securing employment for high school graduates? _____ How is this done? _____
- G. Does superintendent have school programs especially for his community? _____
- H. Does superintendent give talks and addresses concerning the work of the school at public meetings? _____

RELATIONSHIP WITH TEACHERS

- A. Is any form of lesson plan required? _____
- B. Are teachers required to submit reports concerning the class status of each pupil? _____
1. Weekly? _____
 2. Monthly? _____
 3. Quarterly? _____
 4. Six weeks? _____
- C. When is the superintendent employed for the succeeding year? _____
- D. When are principals employed for the succeeding year? _____
- E. When are teachers employed for the succeeding year? _____
- F. Are teachers encouraged by superintendent to develop a sense of personality by:
1. Holding them for results without dictating details of procedure? _____

G. Are teachers encouraged by superintendent to develop a professional spirit by:

1. Attending professional meetings? _____
2. Recommending courses in professional training institutions? _____
3. Measuring their growth by professional tests prepared by professional experts? _____
4. Professional reading? _____
5. Organizing a professional library for the school? _____
6. Organizing professional magazine clubs? _____
7. Writing accounts of the achievements of the teachers of this school in local paper and magazines? _____

H. When are high school teachers assigned to their work? _____

I. When are grade school teachers assigned to their work? _____

J. Are teachers required to attend summer school? _____

1. How often? _____

K. What recognition is given for summer school attendance? _____

1. Increased salary? _____

2. Greater recognition? _____

3. Choice of rooms? _____

4. Pay expenses? _____

L. What recognition is given for summer travel? _____

M. Do you hold teachers meetings for:

1. Special groups? _____

2. High school teachers? _____

3. Grade teachers? _____
4. Principals? _____
5. Supervisors? _____
- N. How often are teachers meetings held? _____
1. Weekly? _____
2. Every two weeks? _____
3. Monthly? _____
4. When announced by superintendent? _____
- O. Are teachers meetings held:
1. During school hours? _____
- a. time? _____
2. After school? _____
- a. time? _____
- P. How much time is given to meetings?
1. One hour? _____
2. One and one-half hour? _____
3. No limit? _____
- Q. Are all teachers required to be present? _____
1. Is roll taken? _____
2. Who takes it? _____
- R. The meetings are planned and directed by:
1. Superintendent? _____
2. Committee appointed by superintendent? _____
3. Principals? _____
4. Others? _____
- S. Are teachers interested in meetings? _____

T. Disciplines:

1. What authority does teacher have in discipline?

a. full authority? _____

b. partial authority? _____

c. no authority? _____

2. What part does superintendent have in class room discipline? very much, much, little, very little, none.

U. Are teachers encouraged, allowed or required to cooperate in:

1. Planning curriculum? _____

2. Classification of pupils? _____

3. Educational and Vocational guidance? _____

4. Directing educational policy in general? _____

V. Does superintendent encourage teachers to improve by:

1. Holding conferences with individual teachers and pointing out the strong and weak features of their work? _____

2. Holding group conferences with those teachers who have the same type of difficulty or similar teaching problems? _____

3. Keeping a record of comments and suggestions made during conference with teachers? _____

4. Inviting educational experts to talk at teachers meetings? _____

5. Sending teachers who need help in teaching technique to visit a teacher who is noted for her skillful

- procedure? _____
6. Arranging for exchange of visits between teachers of different grades? _____
7. Arranging demonstration lessons to be given by skillful teachers? _____
8. Giving demonstration lessons to illustrate specific teaching problems? _____
9. Asking teachers to judge their work upon a rating scale and discussing with them any differences which exist between these ratings and the ones made by superintendent? _____
10. Organizing a professional library for this school? _____

RELATIONSHIP WITH BOARD OF EDUCATION

- A. Does superintendent call special meetings? _____
- B. Is superintendent always present at board meetings? _____
- C. Is superintendent secretary of board? _____
- D. Does superintendent spend any time in familiarizing the board with the needs of the school by:
1. Comparing studies? _____
 2. Graphs? _____ Charts? _____
 3. Reading material? _____
 4. Calling attention to practices elsewhere? _____
 5. Visiting other plants? _____

6. Other methods? _____
- E. Is it necessary for superintendent to spend any time, either directly or indirectly, in politics, in order to hold his position? _____
- F. Does superintendent have informal talks with individual board members? _____
1. Does school tend to become the subject of conversation? _____
2. Do these talks tend to "put over" your policies? _____
- a. to what extent? very much, much, little, none.
- G. What methods do you use in improving relations with board:
1. Keeping it informed of school policy? _____
2. Superintendent accepting responsibility for results? _____
3. Make the board feel that its work is important? _____
4. Report to board in typewritten form? _____
5. Other methods? _____

JOINT EDUCATIONAL PROBLEMS

Administrative Duties Showing Possible
Participation of Superintendent

Problems	Degree of Authority Exercised by Supt.				
	N	A	R	F	C.N.E.
Appointment of principals					
Appointment of teachers					
Suspension of teachers					
Dismissal of teachers					
Promotion of teachers					
Transfer of teachers					
Teacher rating plan					
Direction of teacher work					
Appointment of janitors					
Dismissal of janitors					
Direction of janitor service					
Admit pupils					
Dismissal of pupils					
Reinstatement of pupils					
Making course of study					
Sale and purchase of school property					
Building program					
Plans of building					
Preparation of budget					
Purchase of school supplies under \$200.00					
Designating holidays					
Athletic activities					
Social activities of school					
Formulation of school policies					
Assignment of teachers					
Discipline					
Making salary schedule					
Organization of curriculum					
Selecting building site					

Note: N---no authority, A---advises, R---recommends,

F---full authority, C.N. E.---condition does not exist.

ECONOMIC ORGANIZATION AND PRACTICES

- A. Does superintendent compute cost of instruction in terms of subject and pupil with view to the most careful and effective use of school funds? _____
- B. Is space of all recitation rooms used regularly? _____
- C. Is all equipment in constant use? _____
- D. Is the purchase of supplies seasonal? _____
- E. When are supplies purchased? _____
- F. Does superintendent make an annual report to board, showing financial status of the school? _____
- G. Are budgets prepared for all phases of school work involving the expenditure of school funds? _____
- H. The budget is prepared by:
1. Board of education _____
 2. Board of education and superintendent _____
 3. Board of education and co-workers _____
 4. Superintendent _____
- I. The building program is financed by:
1. Pay as you go plan _____
 2. Bonds _____
 - a. twenty years _____
 - b. forty years _____
- J. In planning and constructing a new building does superintendent:
1. Determine the building needs? _____

2. Employ the architect? _____
 3. Make a schedule of rooms? _____
 4. Select a site? _____
 5. Prepare and approve plans and specifications? _____
 6. Estimate the cost of building? _____
 7. Arrange for financing? _____
 8. Supervise and inspect construction? _____
- K. Is a school property inventory taken? _____
1. How often? _____
 2. What time of year? _____

HEALTH REQUIREMENTS AND ACTIVITIES

A. Teachers.

1. Are teachers required to meet certain health standards before being employed? _____
2. Are teachers dismissed on account of poor health? _____

B. Pupils.

1. Are all students given medical examinations at least yearly? _____
2. Are all students required to take physical education? _____
3. Are copies of each pupils' medical examination mailed to parents? _____
4. Are provisions made to take care of pupils suffering from malnutrition? _____

1. a. milk distributed? _____

b. other? _____

5. Are warm lunches provided for all? _____

a. for any? _____

6. Are pupils suspended when exposed to any contagious disease? _____

7. Are provisions made for first aid? _____

C. Are janitors required to meet certain health standards before being employed? _____

D. General health and sanitation.

1. Does superintendent inspect building or buildings:

a. weekly? _____

b. bi-weekly? _____

c. tri-weekly? _____

d. daily? _____

2. Does superintendent inspect heating and ventilation of building:

a. weekly? _____

b. bi-weekly? _____

c. tri-weekly? _____

d. daily? _____

3. Are janitors required to care for floors and toilets:

a. Weekly? _____

b. bi-weekly? _____

c. tri-weekly? _____

d. daily? _____

4. Are black boards cleaned:
- a. weekly? _____
 - b. bi-weekly? _____
 - c. tri-weekly? _____
 - d. daily? _____
5. Do janitors use disinfectant on floors? _____
6. How often? _____
6. Are pupils asked to make a health survey of:
- a. school? _____
 - b. community? _____
7. Are special health programs given by school? _____
8. Are pupils required to carry out health programs? _____
9. _____
10. _____
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RECORDS AND REPORTS

- A. Does superintendent keep on permanent file the class schedules of each year of:
1. High school? _____
 2. Grade school? _____
 3. Junior high school? _____
- B. Does superintendent keep a permanent file of all records concerning high school graduates? _____
1. Employment? _____
 - a. at what? _____
 - b. where? _____
 - c. what periods? _____
 2. College records? _____

3. If so for how long a period after leaving school? _____
- C. Does superintendent keep cumulative records of information regarding each pupil?
1. Parentage? _____
 2. Home conditions? _____
 3. Health? _____
 4. Scholarship? _____
 5. Personality traits? _____
 6. Vocational choice? _____
 7. School activities? _____
- D. What system of records is used:
1. Loose leaf? _____
 2. Ledger? _____
 3. Card? _____
 4. Other? _____
 5. Is same system used for all schools? _____
- E. If a home made record is used, what are its outstanding characteristics? _____
- F. In your scale of grading the unit of measurement is:
1. What? _____
 2. The number of units in the scale? _____
 3. The point on the scale which means failure? _____
 4. The point on the scale which means condition? _____
 5. The symbols used? _____
- G. The following forms are used by superintendent:
1. Order of business, controlling procedure in meetings

of the board of education or in teachers organizations? _____

2. Plan of organization, and definition of duties of officers. _____
3. The printed outline of the course of study. _____
4. List of formal textbooks to be used. _____
5. The school calendar or year's program. _____
6. Salary schedule and wage schedule, with classification of service. _____
7. Application blanks and contracts for service, differing with different classes. _____
8. Official daily or weekly time allotment schedule. _____
9. Legal instruments used in purchase of lands and buildings, and in securing loans. _____
10. Voucher forms and requisition forms. _____
11. Pay-rolls. _____
12. Tenure, promotion, retirement rules. _____
13. The following forms and cards are printed and in superintendents office:
 - a. transfer cards _____
 - b. principal's tardy and absence notice to parents _____
 - c. inquiry form as to absence from school _____
 - d. notice of pupil failure in studies _____
 - e. notice of pupil delinquency _____
 - f. transfer to special classes _____

- D. How is it used?
- E. What are the following?
- g. extra promotion form _____
 - h. health charts _____
 - i. physical directors record cards _____
 - j. vaccination notices _____
 - k. new student assignment cards _____
 - l. form for listing books for pupil to buy _____
- F. In library _____
- m. pupil registration card _____
 - n. pupil record card (yearly and cumulative) _____
 - o. age and schooling certificates _____
 - p. pupils record card to parents _____
 - q. and others _____

- A. Has the library _____
assumptions for _____
- B. Has superintendent _____
the community _____ LIBRARY _____

- A. The library is in charge of: _____
given for pupil _____

- B. Has superintendent _____
activities _____
future _____
- a. pupil _____
 - b. teacher _____
 - c. regular employed librarian _____
 - d. superintendent _____

- B. Library books are selected by: _____
- a. committee of teachers _____
 - b. committee of teachers and parents _____
 - c. committee of teachers and superintendent _____
 - d. superintendent _____

- C. How often are new books purchased? _____

- D. How is library fund maintained? _____
- E. The system of library records is:
- a. Dewey decimal? _____
- b. ledger or book? _____
- c. card index? _____
- d. other? _____
- F. Is library open to community? _____

ORGANIZATION OF CURRICULUM

- A. Has superintendent made a list of guiding principles and assumptions for curriculum making? _____
- B. Has superintendent made a social and economic survey of the community to determine its educational needs? _____
- C. Has superintendent prepared a list of educational objectives for each grade? _____
- D. Has superintendent made an analysis of one or more adult activities carried on in the community to determine what future needs this school should attempt to supply through classroom instruction? _____
- E. Has superintendent determined the number of minutes per week to be devoted to each subject in each grade in this school? _____
- F. Does superintendent collect the opinions of laymen concerning what they consider desirable to include in the curriculum? _____

G. Does superintendent conduct a campaign of enlightenment to make parents familiar with the adopted curriculum? _____

H. Does superintendent keep teachers informed concerning the changes which professors of education suggest for the improvement of the curriculum? _____

C. **DAILY DISTRIBUTION OF TIME**

A. How much time does superintendent devote each school day

to:

1. Teaching? _____

2. Supervising class room work of teacher? _____

3. Inspecting? _____

4. Office work? _____

5. Community work? _____

6. Conference with teachers? _____

7. Demonstration teaching? _____

RELATION TO BOARD OF EDUCATION

A. Number on board:

1. Men? _____ Approximate age? _____

2. Women? _____ Approximate age? _____

3. Length of term? _____

B. Occupation of board members:

1. Lawyers _____
2. Merchants _____
3. Doctors _____
4. Farmers _____
5. Mechanics _____
6. Bankers _____
7. Others _____

C. How many board members are in favor of:

1. Enlarging powers of superintendent? _____
2. Subtracting powers of superintendent? _____
3. Changing superintendent often? _____
4. Employing as many local teachers as possible? _____

D. How long has the board held the present superintendent? _____

E. Does board make yearly or longer term contracts with superintendent? _____

F. Do board members visit school regularly? _____

G. Do board make an effort to control superintendents in:

1. Religious activities? _____
2. Political activities? _____
3. Social activities? _____

H. Do board members occasionally visit other schools? _____

Part II

Preparation of Superintendent

Table I

Scholastic Training and Degree
Held by Superintendent

Amount and nature of work	No. Supt.	Percent
One year in Teachers College	2	20
Four years in Teachers College	3	30
Four years in Liberal Arts College	7	70
One year in Graduate School	6	60
One half year in Graduate School	3	30
A. B. or B. S. Degree	9	90
A. M. or M. S. Degree	5	50
Ph. D. or Ed. D. Degree		

Table I reveals the fact that for this group more superintendents have taken their work in a college of liberal arts than in a teachers' college. Twenty percent have had as much as one year in a teachers college; thirty percent, four years; seventy percent, four years in a liberal arts college; and sixty percent have had at least one year in a graduate school.

The table shows that one superintendent does not hold an academic degree from any school of college rank, and that fifty percent of the superintendents have completed their work for a master's degree.

Data secured by the interviews, but not given in the table above show that one superintendent has one hundred ten teachers and two thousand nine hundred students under his supervision.

In connection

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of instruction

Table II

of the

Number of Collegiate Semester Hours of Credit
of Superintendent in Administration

four

No. Supt.	Number of Hours Credit			
	Educational Administration	Educational Psychology	Supervision of Instruction	Curriculum
1	30	10	0	3
1	10	6	8	6
1	29	0	3	3
1	40	6	5	3
1	9	16	8	6
1	33	8	12	6
1	14	10	6	0
1	30	10	4	3
1	59	3	4	4
1	15	6	6	4
Av. Hrs:	26.9	7.5	5.6	3.8

According to Table II the average number of semester hours in Educational Administration is twenty six and nine tenths; in Educational Psychology seven and five tenths;

in Curriculum Construction three and eight tenths; and in Supervision of Instruction five and six tenths.

One superintendent reports as many as fifty-nine hours in Educational Administration, while another reports only nine. In Educational Psychology one reports sixteen hours, while another has never had a course in the subject. In Supervision of Instruction one has had as many as twelve hours, while another has never had a course. In Curriculum Construction three have had six hours; four have had three hours; two have had four hours; and one has never had the course.

EXPERIENCE

Table III

Teaching Experience of Superintendent

Grade :		Grade :		H.S. Teacher :		H.S. Prin. :		Supt. :	
Teacher :		Principal :		H.S. Teacher :		H.S. Prin. :		Supt. :	
No. :	Years :	No. :	Years :	No. :	Years :	No. :	Years :	No. :	Years :
3	2	2	2	2	5	1	5	1	33
1	4	1	3	1	2	1	2	1	2
1	12	1	4	2	4	3	3	1	10
2	7					1	10	1	6
1	3							1	5
								1	16
								1	28
								1	14
								1	17
								1	9
Av. :	2.8		9		1.1		2		14

The table shows that eight of the superintendents have had grade school experience; three have two years experience; one, four years; one, twelve years; two, seven years; and one, three years.

The report shows that four of the superintendents have had experience as a grade school principal; two have served for two years; one for three years; and one for four years.

Six have had experience as high school principal; one, five years; one, two years; three, three years; and one, ten years.

The time served by the men as superintendents range from two years to thirty-three. The average is fourteen years.

The superintendent's average is: grade teacher 2.8 years; grade principal .9 years; high school teacher 1.1 years; high school principal 2 years. The average is as low as it is due to the fact that six of the superintendents are not experienced in all types of work in their present charge.

This report shows that four of the superintendents are experienced workers in all types of work in their present charge.

PERSONAL IMPROVEMENT

Table IV
Books in Administration Read by Superintendent
in the Last Year

Number of Superintendents	Number of Books Read
1	6
1	5
3	3
1	2
1	8
2	12
1	4
Average	5.8

The above table shows a very wide range in the number of professional books read. Two superintendents have read twelve; one eight; one six; one four; three three; and one two. The average is five and eight tenths.

The data indicates that the superintendents interviewed are a wide-awake group of school executives and that they are keeping up to date in the field of administration.

Table V

Magazines Dealing With the Superintendents
Special Work Which are Read Regularly

Number of Superintendents	Number of Magazines
1	6
4	3
2	4
1	5
1	10
1	2
Average	4.3

Table V reveals that one superintendent reads ten magazines dealing with the superintendents special work; one reads six; one reads five; two read four; four read three; and one reads two. The average is 4.3.

According to data collected but not given in the table show that the three most favored magazines of the superintendents are: Nation Schools, American School Board Journal, and the Journal of the National Education Association.

The data in Table V indicate that the ten superintendents are "wide-awake" and believe in keeping up to date by reading magazines dealing with their special work.

Table VI

**Number of Daily Papers Read by
Superintendent**

Number of Superintendents	Number of Papers Read
6	2
3	1
1	4
Average	1.9

All of the superintendents read at least one daily paper. One reads four; six read two; and three read one. The average is 1.9.

Table VII

**Educational Meetings Attended Regularly
by the Superintendent**

Meeting	Number of Superintendents	Percent
County	3	30
Kansas State Teachers Association	9	90
National Educational Association	4	40
On State Committee	2	20
On National Education Association Committee	1	10

The above table shows that four of the superintendents

or forty percent attend the meetings of the National Educational Association; nine attend state meetings; and three attend county meetings.

One superintendent is on a national committee; two are on state committees.

The table shows that ninety percent of the superintendents attend the meetings of Kansas State Teachers Association. Data collected in the interview but not indicated in the table above show that one superintendent writes articles for magazines, and seven write articles for the local paper.

Reports to Parents

Table VIII

Frequency of Mailing Pupils' Reports to Parents

Frequency	Number of Superintendents	Percent
Once every 3 weeks		
Monthly		
Once every 6 weeks	10	100
Quarterly		

The above table shows that all of the superintendents mail reports to parents every six weeks. This frequency will cause the parents to be notified of the standing of each pupil six times during the year.

In all the schools there are at least a few pupils who have a tendency to fall behind in meeting the credit level standard. The interviews with the superintendents show that in such cases, as well as in all other causing failures, the superintendent has consultations with all the pupils relative to their school work. This method was used by ninety percent of the superintendents.

The marks assigned students in all of the systems depend upon a combination of examinations, term papers, and note books.

Additional data collected but not indicated in the table above show that fifty percent of the superintendents change or suggest changing of the mark of pupils, who are failing in order to raise the grade to credit level.

Table IX

Tests Given for the Purpose
of Classifying Pupils

Kind of Tests	Number of Superintendents	Percent
Intelligence	5	50
Standard Educational	5	50

According to Table IX, five superintendents or fifty percent give intelligence tests for the purpose of classifying pupils. Five of the superintendents or fifty percent give

standard educational tests for the purpose of classifying students.

Data collected by interview but not given in the above table show that the five superintendents which give intelligence tests also give standard educational tests. Five superintendents give neither intelligence or standard educational tests.

Table X

Records Kept by Superintendent
for Classifying Pupils

Kind	Number of Superintendents	Percent
Mental Age	3	30
Intelligence Quotient	2	20
Educational Subject Age	0	0
Educational Quotient	1	10
Accomplishment Quotient	1	10

According to Table X three superintendents or thirty per cent keep a record of the mental age of the pupils for the purpose of classification. Two keep records of intelligence quotient; one of the educational quotient; and one of the accomplishment quotient.

The study reveals that none of the superintendents has really made any effort as yet to keep the educational subject

age for the purpose of classifying pupils.

Replies to inquiries but not tabulated shows that one superintendent prepares tables and charts of the results of intelligence and educational tests.

Table XI

Compulsory Attendance

Officers in charge	Number of Systems	Percentage
Truant officer	9	90
Policeman		
Deputy sheriff	1	10
Justice of peace		
Superintendent		

Table XI shows that a truant officer is in charge of compulsory attendance in nine or ninety percent of the systems. One town has a deputy sheriff who is responsible for the enforcement. The superintendent of schools in all the towns has charge of methods and plans concerning the enforcement of the truancy law. The officer in charge is responsible to the superintendent.

Additional information collected by interview indicates that five superintendents encourage the students to attend regularly by providing a detention room for make up work. The reports show that teachers are in charge of the detention rooms.

Table XII

How These Ten Superintendents Secure
Regularity of Attendance

Method Used	Number of Superintendents	%
No special or definite plan		
Individual and make up work for credit		
Rigid enforcement of at- tendance law		
Certificates and honor roll	9	90
Appeals to pupils	10	100
Make up work	2	20

Table XII shows that ten or one hundred percent of the superintendents appeal to pupils in order to encourage them to attend regularly. Ninety percent encourage regular attendance by certificates of perfect attendance and by keeping an honor roll. Two of the superintendents have a special plan whereby the students must stay after school and make up the work missed.

Table XIII

Provisions made by Superintendent
for Health of Pupils

Kind	Number of Systems	Percentage
School doctor		
School dentist	3	30
School nurse	6	60

Data in Table XIII reveals that six of the ten systems make provisions for a school nurse, and that three of the schools have provided for a school dentist. None of the superintendents has made arrangements for a school doctor.

Table XIV

Pupil Participation in Selection
of Course of Study

Extent allowed	Number of Systems	Percentage
Full	6	60
Limited (Directed by Supt.)	2	20
Directed by teachers	2	20

Six of the superintendents grant the pupils absolute freedom in the selection of the course of study. Pupils in four of the systems are limited in the selection of the course of study. Twenty percent receive direction from the superin-

tendent and twenty percent are directed by teachers.

Table XV

The Superintendents' Relationship with the
Parent-Teachers' Association

Relationships	Number of Supt.	Percentage
Attendants at P.T.A. Meetings:	4	40
Recommend to P.T.A.	4	40

The table shows that forty percent of the superintendents are very actively connected with the activities of the Parent Teachers Association and that four of the superintendents recommend to the association.

Data secured by the interviews but not given in the table show that in five of the cities studied Parent Teachers associations did not exist. In one city the superintendent did not participate in the Parent Teachers Association activities.

Table XVI

Participation in Community
Activities

Activity	No. Supt. and degree of participation				No. Supt.
	very much	much	little	none	
Participation in S.S. and church work	5	2	3		
Participation in social activities	5	2	3		
Community Club					5
Literature Club					1
Lyons Club					2
Kiwanis Club					2
Rotary Club					4

Table XVI shows that five of the superintendents participate to a very great extent in Sunday School and Church work. Two say they participate considerably; and three very little.

Replies to inquiries show the interesting fact that the five superintendents who participate to a very great extent in Sunday School and church work are not very active in the social activities of the community, and the five that are very much concerned with social activities are not active in Sunday School and church work.

All of the superintendents belong to at least one community club. Five belong to a Commercial Club; four to a Rotary Club; two to a Lions Club; two to a Kiwanis Club; and

one to a Literary Club.

Nine of the superintendents give talks and addresses concerning the school at public meetings. One reports that he seldom talks at public meetings.

Table XVII

Means by which the Superintendent Encourages Teachers to Develop a Professional Spirit

Means of Developing Professional Spirit	No. Supt.	Percentage
Recommending courses in professional training institutions	10	100
Professional reading	7	70
Organizing professional library	3	30
Organizing professional magazine club	1	10
Writing accounts of teachers achievements in local papers and magazines	7	70
Attending professional meetings	10	100

The data contained in Table XVII is sufficient evidence to convince one that the superintendents are very anxious to develop a professional spirit in their staff of teachers. One hundred percent of the superintendents encourage the teachers to attend professional meetings. One system thinks it is so important that it pays the teachers railroad fare to and from the state meetings. Ten of the superintendents recommend

courses in professional training institutions; seven recommend professional reading; three of the schools have a professional library. One superintendent has organized a professional magazine club; and seven of the superintendents write accounts of teachers' achievements in the local papers and magazines.

According to data collected but not tabulated six of the superintendents require the teachers to keep some form of lesson plan.

Table XVIII

Teacher Training and Work Requirements

Teacher Requirements	No. Supt.	Percentage
Attendance at summer school every three years	4	40
Attendance at summer school every four years	1	10
No requirements for summer school attendance	6	60

According to Table XVIII forty percent of the superintendents require the teachers to attend summer school every three years. One requires the teachers to attend every four years; and six have no requirements for summer school attendance.

Other data not included in tabular form show that one superintendent requires teachers holding Life Certificates to attend summer school every three years; teachers with Bache-

lers' Degree every four years; and teachers with a Masters' Degree every five years.

The replies from three of the superintendents indicate that they assign high school teachers their work in June; two assign in March; two in April; one in May; one in September; and one in August.

Five of the grade teachers are assigned by the superintendent to their work in April; two in June; one in March; one in May; and one in August.

Table XIX

Recognition given by Superintendent for
Summer School Attendance

Recognition	Number of Systems	Percentage
Increased salary	2	20
Greater recognition	1	10
Pay expenses	0	
Bonus	1	10

Table XIX indicates that two superintendents or twenty percent give recognition for summer school attendance by increasing the salary of the teacher. One gives the teacher attending greater recognition by granting her special privileges, choice of buildings and choice of rooms. One superintendent gives a bonus for summer school attendance. None makes an allowance

toward the expense of the teacher.

Table XX

The Time at which Teachers' Meetings are Held

Time	Number of Systems	Percentage
On school time		
Partly on school time	2	20
After school	8	80
One hour	7	70
One and one-half hour	2	20
No limit	1	10

The above table shows that eight of the superintendents or eighty percent hold teacher meetings after school. Two or twenty percent of the superintendents dismiss early on the day the meeting is being held and allow enough time for the teachers to get to the meetings on school time.

The data show that no superintendents permit the teachers meetings to be held on school time.

Seven or seventy percent of the superintendents allow one hour for the meetings; two or twenty percent one and one-half hour; and one superintendent has no limit.

Table XXI

Teacher Meeting Organization

Frequency, Type, & Direction of Teacher Meetings	No. Supt.	Percentage
Weekly		
Once every two weeks	2	20
Monthly	3	30
When announced by superintendent	5	50
General meetings	7	70
Group meetings	7	70
Meetings planned and directed by supt.	2	20
Meetings planned and directed by teacher:		
Meetings planned and directed by supt. and principal	5	50
By committee appointed by superintendent:	3	30

From the above table it appears that fifty percent of the teacher meetings are held when announced by the superintendent. Two of the superintendents have meetings every two weeks; and three have meetings every month.

Seven or seventy percent of the superintendents have general meetings; seventy percent have group meetings.

The data show that five or fifty percent of the meetings are planned and directed by the superintendent and principal; three or thirty percent by the committee appointed by the superintendent; and two or twenty percent by the superintendent.

Table XXII

Teacher Cooperation and Participation

Activities in which Teachers are encouraged to participate	No. Supt.	Percentage
Planning the curriculum	10	100
Classification of pupils	10	100
Vocational and educational guidance	5	50
Directing educational policy	6	60

Ten or one hundred percent of the superintendents encourage the teachers to cooperate in the planning of the curriculum, and classification of the pupils. Five or fifty percent of the superintendents ask the teachers to cooperate and participate in vocational and educational guidance; six or sixty percent cooperate and participate in directing the educational policy.

Table XXIII

Methods used by Superintendent to
Encourage Teachers to Improve

Method	No. Systems	Percentage
Holding conference with individual teachers pointing out strong and weak points	7	70
Holding group conferences with teachers having same kind of problems	6	60
Keeping a record of comments and suggestions made during conferences with teachers	1	10
Inviting educational experts to talk	5	50
Sending teachers needing help to observe a skillful teachers technique	6	60
Exchange of visits between teachers	4	40
Arrange demonstration lessons	3	30

According to Table XXIII seven or seventy percent of the superintendents encourage teachers under their supervision to improve by holding conferences with individual teachers and pointing out strong and weak points. Six or sixty percent hold group conferences with teachers having the same kind of problems. One keeps a record of comments and suggestions made during conferences with teachers. Five or fifty percent invite educational experts to talk at teacher meetings. Six of the superintendents send teachers needing help to observe a skillful teacher's technique; four provide for exchange of

visits between teachers; and three arrange for demonstration lessons.

Table XXIV

Relationship with Board of Education

Activities	No. Supt.	Percentage
Superintendent call special meetings	4	40
Present at board meetings	10	100
Secretary of board	2	20

Table XXIV shows that all of the superintendents who cooperated in this study are always present at board meetings.

The table shows that four or forty percent of the superintendents have the authority to call special meetings of the board of education.

The data show that two or twenty percent of the superintendents are expected to serve as secretary of the board.

Table XXV

Methods Superintendent Uses in Familiarizing
the Board with Needs of School

Method	No. Supt.	Percentage
By comparing studies	10	100
Graphs and Charts	6	60
Reading material	5	50
Calling attention to practices elsewhere	10	100
Visiting other plants	8	80
Monthly news letter	1	10

Some time is spent by all the superintendents in familiarizing the board of education with the needs of the school. The two most common methods used are comparing studies and calling attention to practices elsewhere. All of the superintendents use both methods; six or sixty percent familiarize the board by the use of graphs and charts; five supply reading material; eight by encouraging the board to visit other plants; and one by sending a monthly news letter to each member of the board of education.

Table XXVI

Number of Superintendents Who Spend Time
in "Politics" in Order to Hold
Their Position

Number of Superintendents	Percentage
4	40

According to the above table six of the superintendents do not find it necessary to spend any of their time in "politics" in order to hold their position.

Four of the superintendents who cooperated in this study find it necessary to spend time in "politics" in order to hold their position.

Table XXVII

Informal Talks With Board
Members

Nature of Talks	No. Supt.	Percentage
School tends to become subject of conversation	10	100
Talks tend to put over school policies	10	100

Table XXVII shows that ten or one hundred percent of the superintendents have informal talks with members of the board of education. One hundred percent of the superintendents say

that "school" tends to become the subject of conversation. The data show that all of the superintendents use this method to a very great extent in order to "put over" school policies.

Table XXVIII

Methods used by Superintendent to Improve Relations with Board		
Method Used	No. Supt.	Percentage
Keeping board informed of school policies	10	100
Superintendent accepting responsibility for results	10	100
Make the board feel that its work is important	10	100
Report to board in typewritten form	4	40

The above table reveals the fact that all of the superintendents are making an effort to improve relations with the board of education.

The data show that all of the superintendents keep the board of education informed of school policies. One hundred percent of the superintendents improve relationship with the board by accepting responsibility for results. All of the superintendents try to improve relation by making the board feel that its work is important.

Four or forty percent of the superintendents report to

the board at the monthly meeting and in typewritten form.

Table XXIX

Preparation of the Budget

Prepared by	No. Supt.	Percentage
Board of education	1	10
Board and superintendent	6	60
Superintendent and co-workers		
Superintendent	3	30

The data presented on this important subject show that budgets are prepared by all of the schools for all phases of school work involving the expenditure of school funds.

Six of the superintendents in session with the board, prepare the budget for all phases of school work. Three or thirty percent of the superintendents prepare the budget without any assistance. One superintendent does not accept any responsibility in preparing the budget, but considers it a function of the board of education.

Data collected but not presented in tabular form indicate that all the superintendents interviewed have a property inventory taken at least once a year.

Table XXX

Health Requirements of Teachers
and Students

Requirements	No. Supt.	Percentage
Teachers required to meet certain standards	4	40
Teachers have been dismissed on account of poor health	2	20
All students given medical examinations	2	20
All students required to take physical education	5	50
Provisions to take care of students suffering from malnutrition	4	40
Provisions made for first aid	8	80

Results from the study of Table XXX show that forty percent of the superintendents require teachers to meet certain health standards before being employed.

Only two superintendents have ever found it necessary to dismiss a teacher on account of poor health.

All of the students in five of the schools are required to take physical education, but only two schools require all students to take medical examination during the school year.

Four or forty percent of the school systems have made provisions for caring for students suffering from malnutrition. In the four systems milk was provided for such pupils.

The table shows that eighty percent of the superintendents have made provisions for first aid by employing a school nurse.

Other data collected but not presented in Table XXX show that all the systems suspend the pupils when they are exposed to contagious diseases.

Eight of the ten systems studied have made provisions for first aid when students are injured.

Four of the superintendents require the janitors to meet certain health standards before being employed.

Table XXXI

Superintendents Part in Planning and
Constructing a New Building

Part Taken in Construction	No. Supt.	Percentage
Determine the building needs	8	80
Employ the Architect	0	
Make a schedule of rooms	5	50
Select a site	0	
Prepare and approve plans and specifications	7	70
Estimate the cost	3	30
Arrange for financing	0	
Supervise and inspect construction	0	

Table XXXI shows the superintendents in second class

Kansas cities take quite an active part in planning and constructing a new school building. Eight of the ten superintendents interviewed determine the building needs.

All of the superintendents say that it is a function of the board to employ the architect.

Five or fifty percent of the superintendents make a schedule of the rooms when a building project is underway.

All of the superintendents report that they take no part in the selection of a building site.

The data show that seven of the superintendents prepare and approve plans and specifications and three estimate the cost of the proposed building.

None of the superintendents arrange for the financing or supervising and inspecting construction.

Table XXXII

Building Inspection by Superintendent

Kinds	: Daily	: Weekly	: Bi-Weekly	: Tri-Weekly	: Bi-Monthly	: No Plan
General inspection	: 3	: 2	: 1	: 2	: 1	: 1
Heating and ventilation	: 3	: 2	: 1	: 2	: 1	: 1

Table XXXII shows that all of the superintendents make inspections of the buildings in order to learn about sanitary conditions and the work of the janitors. The frequency of

these general inspections show that daily inspections are made by three superintendents. Two inspect the building three times per week. One inspects twice per week; two weekly; one bi-monthly; and one does not have any definite plan.

The table shows that all of the superintendents inspect heating and ventilation conditions at the same time they make a general inspection.

Table XXXIII

Janitorial Work

Duties	No. Supt.	Percentage
Daily care of floors and toilets	10	100
Daily care of windows, black boards, etc.	0	
Weekly care of windows, black boards, etc.	10	100
Disinfectant on floors	8	80

It is shown by the table above that ten or one hundred percent of the janitors are required and toilets daily.

All of the ten systems studied require the janitor to care for the black boards weekly.

Eight of the ten schools used disinfectants on the floors, but at no definite intervals.

Table XXXIV

Pupil Health Survey and Program

Nature of survey and program	No. Systems	Percentage
School survey (health)	1	10
Community survey (health)	0	
Presentation of special health programs	5	50
Pupils required to carry out health programs	0	

Table XXXIV reveals the fact that comparatively little consideration is given by the superintendents to health surveys of the school and community.

Data show that one system has made a health survey of the school.

Five of the superintendents or fifty percent have special health programs for the students, but in no case are the students required to carry out health programs.

None of the systems studied give any consideration to a community health survey.

Table XXXV

Permanent Records Kept by City
Superintendents

Type	Number of Systems	Percentage
Loose leaf	3	30
Ledger	1	10
Card	6	60
No record		

According to the above table six or sixty percent of the systems keep a card system of permanent records; three have a loose leaf system; and one still retains the ledger system.

Table XXXVI

Pupil's Cumulative Record while in
School and after Leaving School

Nature of Record	Number of Systems	Percentage
Parentage	9	90
Home conditions	1	10
Health	6	60
Personality	2	20
Vocational choice	3	30
Scholarship	10	100
Employment	1	10
College status	0	

Results from the study of Table XXXVI show that the records concerning the various conditions and activities of the pupils, while in school and after graduating are incomplete. Nine superintendents keep records concerning the parentage of pupils, while only one keep records relative to home conditions of pupils.

The table reveals that six of the systems keep a cumulative record of the pupils health. Two systems keep a record of the personality traits of the pupils and three keep a record of the vocational choice of the students.

All of the ten superintendents interviewed keep a record of the scholarship of the students while in the system.

One superintendent keeps a record of the students

employment while in school and for one year after leaving school.

None of the superintendents keep a record of the grades the graduates make while in college.

Table XXXVII

Printed Forms used by
Superintendent

Kind	No. Supt.	Percentage
Order of business controlling procedure of meeting of board of education	7	70
Definition of duties of officials	8	80
Printed outline of course of study	5	50
List of formal text books	10	100
Year's program	2	20
Salary schedule	7	70
Application blanks and contracts	2	20
Time allotment schedule	1	10
Voucher forms and requisition forms	9	90
Pay-rolls	8	80
Transfer cards	5	50
Tardy and absence notices	9	90
Inquiry forms as to absence from school	6	60
Notice to pupils failing in studies	9	90
Notice of pupils delinquency	4	40
Transfer to special classes	1	10
Extra promotion forms	0	
Health charts	7	70
Physical directors record cards	5	50
Vaccination notices	5	50
New student assignment cards	5	50
Pupil registration cards	9	90
Pupils record card (yearly and cumulative)	9	90
Age and schooling certificates	3	30
Pupils record card to parents	10	100

The data in Table XXXVII show that seven or seventy per cent of the superintendents have printed forms controlling the order of procedure at the meetings of the board of

education.

Eight define the duties of officers. Five of the superintendents keep printed outlines of the course of study; all use a printed list of formal text books; and two or twenty percent have a printed program for the year.

Seven or seventy percent have a printed salary schedule, but only one superintendent has printed a time allotment schedule.

The table shows that only two of the superintendents have printed application blanks and contracts; nine have voucher and requisition forms; eight or eighty percent a printed pay-roll; five or fifty percent transfer cards; and nine or ninety percent tardy and absence notices.

Six or sixty percent of the superintendents have printed inquiry forms as to absence from school; nine have printed forms for the purpose of notifying students who are failing; four have printed forms to notify parents of the delinquency of pupils; and one only has transfer forms for admitting students to special classes.

Extra promotion forms are not kept by any of the superintendents.

Seven of the superintendents keep printed health charts; five have physical directors record cards; and five have printed forms of vaccination notices.

Five of the superintendents have printed forms of new student assignment cards; ninety percent have pupil registration cards; ninety percent have pupil record cards; three

have age and schooling certificates; and all have printed forms of pupils scholarship record cards to parents.

Table XXXVIII

Library Control

Librarians in Charge	No. Systems	Percentage
Pupil	0	
Teacher and pupil assistant	4	40
Teachers	4	40
Principal	0	
Regularly employed librarian	2	20

The above table shows that two or twenty percent of the systems have regularly employed librarians.

According to the data four or forty percent of the libraries are in charge of a teacher with a student assistant, and forty percent are also in charge of a teacher with no assistant.

The principal or a pupil does not have charge of the library in any of the systems.

Information secured but not presented in a table shows that the libraries are maintained in nine of the systems by the budget, while in one system the library is maintained by tuition from students outside the district, that is, the tuition collected from students outside the district goes

into a library fund for the purpose of purchasing books for the library.

Table XXXIX

Book Selection for the Library

By Whom Selected	No. Systems	Percentage
Committee of teachers	1	10
Committee of teachers and parents	0	
Committee of teachers and Superintendent	8	80
Superintendent	1	10

Table XXXIX shows that there are various methods used by the different systems in selecting library books.

In eight or eighty percent of the systems the library books are selected by a committee of teachers and superintendent.

One superintendent appoints a committee of teachers to select books for the library, and in one system the superintendent accepts full responsibility in selecting the library books.

Parents do not have the authority in selecting library books in any of the systems.

All of the superintendents report that the school

library is not open to the community.

Table XL

Library Records

System Used	No. of Systems	Percentage
Dewey Decimal	8	80
Ledger or book	2	20
Card index	0	

The data in Table XL show that the most frequently used method of keeping library records is the Dewey decimal. Eight or eighty percent of the superintendents use the Dewey decimal system of recording library books. While two or twenty percent use the ledger or book.

The card index system was not reported by any superintendent.

Table XLI

Curriculum Construction

Factors determining organization of curriculum	No. Supt.	Percentage
Social and economic surveys of community	1	10
List of guiding principles and assumptions	3	30
Educational objectives for each grade	4	40
Analysis of community activities	1	10
Determine minutes per week for each subject	5	50
Collect opinions of laymen	6	60
Conduct a campaign of enlightenment	5	50
Keep teachers informed of changes professors of education make for improvement of curriculum	6	60

Table XLI shows that only one of the superintendents has adapted the curriculum to the present needs of the community, based upon a social and economic survey.

The data show that three or thirty percent of the superintendents have made a list of guiding principles and assumptions for curriculum building.

Four of the superintendents have set up educational objectives for each grade in the system.

One superintendent is making an analysis of activities in the community and expects to base the reorganization of

the curriculum upon his findings.

Five or fifty percent of the superintendents determine the number of minutes to be devoted to each subject each week; six or sixty percent collect the opinion of laymen in order to determine the changes in the curriculum; five or fifty percent conduct a campaign of enlightenment; and sixty percent keep teachers informed of changes professors of education suggest for improvement in curriculum construction.

Table XLII

Daily Distribution of Time
of Superintendent

No. of Supt.	Percent of Time Spent					
	Teaching	Super- vision	Visiting and Inspecting	Office Work	Community Work	Conference with Teachers
1	0	25	13	50	6	6
1	25	35	6	12.5	2	20
1	16	17	17	33	8	10
1	17	17	5	40	10	10
1	8	40	12.5	20	7	12.5
1	12	36	4	30	6	12
1	0	25	15	30	10	20
1	12	24	12	28	12	12
1	0	50	10	25	5	10
1	15	20	5	40	10	10
Average	10.5	28.9	9.95	30.85	7.6	12.25

Note: The table is based upon an eight hour work day.

The data in Table XLIII show that three of the superintendents do not spend any time in teaching; one spends twenty five percent; one sixteen percent; one seventeen; one fifteen; two spend twelve percent; and one eight percent. The average percent of time spent in teaching by the superintendent is ten and five tenths percent.

According to the table one superintendent spends fifty percent of his time in supervision; one forty percent; one spends thirty six percent; one thirty five; two spend twenty five percent; one spends twenty four percent; one spends twenty percent; and two spend seventeen percent. The average percent of time used by the superintendents for the purpose of supervision is twenty eight and nine tenths percent.

One superintendent spends thirteen percent of his time visiting and inspecting; one spends six percent; one spends seventeen percent; two spend five percent; one twelve and five tenths percent; one four percent; one fifteen percent; one twelve percent; and one ten percent. The average is nine and ninety five hundredths percent of superintendents time spent in visiting and inspecting.

One superintendent spends half or fifty percent of his time in the office; one twelve and five tenths percent; one thirty three percent; two forty percent; one twenty percent; two spend thirty percent; one twenty eight percent; and one twenty five percent. The average percent of time the superintendents spend in the office is thirty and eighty five hundredths percent.

The amount of time spent in community work by the superintendents shows a large variation. One superintendent spends two percent of his time in community work while another spends twelve percent. Two spend six percent; one eight percent; three ten percent; one seven percent; and one five percent. The average time spent by the superintendents in community work is seven and six tenths percent.

The data show that four of the superintendents spend ten percent of their time in conference with teachers; two twenty percent; two twelve percent; one twelve and five tenths percent; and one six percent. The average time spent by the superintendents in conference with teachers is twelve and five tenths percent.

Table XLIII

Number and Approximate Age
of Board members

Number of Members	Men	Approximate Age	Women	Approximate Age
6	5	50	1	50
6	6	50		
6	6	45		
6	5	52	1	52
6	6	40		
6	4	52	2	55
6	6	52		
6	5	45	1	45
6	6	40		
6	6	40		
Average	5.5	46.6	.5	50.5

The above table shows that twelve of the board members are approximately fifty years of age; twelve approximately forty five; sixteen are fifty two; eighteen are forty; and two are fifty five.

The data show that each board average five and five tenths percent men, while the number of women on each board average five tenths percent.

The table shows that the average age for the men is forty six and six tenths years, while for the women the average is fifty and five tenths percent.

Table XLIV

Occupation of Board Members

Occupation	No. Board Members	Percentage
Lawyers	4	6.66
Merchants	19	31.66
Bankers	2	3.33
Doctors	8	13.33
Farmers	2	3.33
Railroad men	3	5.
Salesmen	3	5.
Housewives	5	8.33
Real Estate and Insurance	6	10.
Post masters	1	1.66
City officials	2	3.33
Miller	1	1.66
Grain buyer	1	1.66
Contractors	1	1.66
Photographer	1	1.66
Mechanic	1	1.66

The table shows that the type of work in which members of the board of education are engaged is varied. It is shown that one board member each is engaged as a postmaster, miller, contractor, photographer, and mechanic.

The data show that nineteen or thirty one and two-thirds

percent of the board members are merchants; four or six and two-thirds percent are lawyers; two are bankers; eight or thirteen and one-third percent are doctors; two or three and one-third percent are farmers; five percent salesmen; five or eight and one-third percent are housewives; six or ten percent are real estate and insurance men; and two or three and one-third percent are city officials.

Table XLV

Attitude of Board Members Toward Administrative Powers of Superintendent

Administrative Powers	No. Board Members	Percentage
Enlarging powers of superintendent	25	41.66
Subtracting powers of superintendent	8	13.33
Neither enlarging or subtracting	27	45.

Note: The above table is based upon the opinions of the superintendents interviewed.

Data in table XLV show that twenty five or forty one and two-thirds percent of the sixty board members, according to the opinion of the superintendents interviewed, are in favor of enlarging the powers of the superintendent. Eight or eight-teen and one-third percent are in favor of diminishing the superintendents' power, and twenty seven or forty five percent are in favor of leaving it as it is.

Table XLVI

Administrative Tendencies of Board Members
Effecting Work of the Superintendent

Activities	No. Board Members	Percentage
Favoring employment of local teachers	39	65
Frequent change of superintendent	0	
Effort to control superintendent in religious activities	0	
Political activities	0	
Social activities	2	3.33

Note: This table is based upon the opinions of the superintendents interviewed.

The above table shows why there are so many local teachers employed. It is shown that thirty nine or sixty five percent of the board members favor the employment of local teachers.

The report show that no board of education makes any effort to control the religious or political activities of the superintendents.

Two of the superintendents report that the board of education tries to control their social activities.

The data show that the boards of education are not in favor of frequent changes of superintendents.

Information collected but not presented in tabular form shows that nine of the superintendents report that the board

members do not visit the schools often, one reports that the board members of his school system visit the schools regularly.

One superintendent reported as high as sixty percent of the faculty as local teachers.

Table XLVII

Tenure of Office of Superintendent

Number of Superintendents	Years
2	33
2	9
1	8
1	5
4	2
Average	5.7

The table shows that two of the ten superintendents have held their present position for a period of thirty three years; two have held their present position for nine years; one for five years; and four for two years.

The average is five and seven tenths years.

Table XLVIII

Length of Contract Given Superintendent

Kind	No. Superintendents	Percentage
Yearly	7	70
Term two years or more	3	30

Seven or seventy percent of the ten superintendents are given yearly contracts, and only three or thirty percent are given a contract for two or more years.

JOINT EDUCATIONAL PROBLEMS

Table XLIX

Administrative Duties Showing Possible
Participation of Superintendent

Problems	Degree of Authority Exercised by Supt.				
	N	A	R	F	C.N.E.
Appointment of principals		3	5	2	
Appointment of teachers		2	6	2	
Suspension of teachers	1	3	4		2
Dismissal of teachers	1	4	4		1
Promotion of teachers		1	7	2	
Transfer of teachers		1	2	7	
Teacher rating plan	1		2	7	
Direction of teacher work			1	9	
Appointment of janitors	4	4	2		
Dismissal of janitors	4	4	2		
Direction of janitor service	2	1	1	6	
Admit pupils			1	9	
Dismissal of pupils			1	9	
Reinstatement of pupils		1	1	8	
Making course of study			3	7	
Sale and purchase of school property	5	3	1		1
Building program	3	3	1	1	2
Plans of building	2	2	3	1	2
Preparation of budget		4	4	2	
Purchase of school supplies					
under \$200.00	1	2	1	6	
Designating holidays	1	1	6	2	
Athletic activities				10	
Social activities of school			1	9	
Formulation of school policies		1	5	4	
Assignment of teachers			2	8	
Discipline		1		9	
Making salary schedule	1	7	2		
Organization of curriculum			6	4	
Selecting building site	3	3			4

Note: N--no authority, A--advises, R--recommends, F--full authority, C.N.E.--condition does not exist.

The data in Table XLIX is a very good index to the administrative functions performed by the superintendents in the ten

cities studied.

The table shows that in the appointment of principals, three superintendents advise; five recommend; and two have full authority.

In the appointment of teachers, two of the superintendents advise; six recommend; and two have full authority. In suspension of teachers, one superintendent has no authority; three advise; four recommend; and in two of the systems the condition has never existed. If it is necessary to dismiss a teacher, one superintendent has no authority; four advise; four recommend; and in one system the condition has never existed.

It is also shown that in the promotion of teachers, one superintendent advises; seven recommend; and two have full authority. In transfer of teachers the superintendent in one system advises; in two systems they recommend; in seven systems the superintendents have full authority. In rating teachers one superintendent has no authority; two recommend; and seven have full authority.

The data show that in the direction of the teachers work the superintendents accept more authority. Nine have full authority and one recommends.

The table shows that in the appointment of janitors, four superintendents have no authority; four advise; and two recommend. In the dismissal of janitors, four superintendents have no authority; four advise; and two recommend. In the direction of janitor service two superintendents have no authority; one

advises; one recommends; and six have full authority.

Nine superintendents have full authority in admitting pupils, while one recommends. Nine accept full authority in the dismissal of a pupil, and one advises. In the reinstatement of pupils, eight superintendents have full authority; one recommends; and one advises.

In making the course of study seven of the superintendents have full authority, and three recommend.

The data show that in the sale and purchase of school property, five of the superintendents have no authority; three advise; one recommends; and one superintendent reports that the condition does not exist.

In planning a new building, two superintendents have no authority; three recommend; two advise; one has full authority; and two report that the condition does not exist.

In connection with the preparation of the budget, four superintendents advise; four recommend; and two have full authority.

Table XLIX shows that in the purchase of school supplies under two hundred dollars, one superintendent has no authority; two advise; one recommends; and six have full authority.

According to the table, one superintendent has no authority in designating holidays; one board of education allows the superintendent to advise in the matter; six boards grant the superintendent power to recommend; and one is given full authority to designate holidays.

The table shows that all of the superintendents have full authority in all athletic activities.

Nine of the superintendents are given full control of all social activities of the school, while one superintendent only recommends.

According to the table, four of the superintendents are given full authority in formulating the policies of the school; five recommend; and one advises.

The report shows that eight of the superintendents have full authority in assignment of teachers; and two recommend.

The board of education give nine of the superintendents full authority in discipline, while one superintendent is only given the power to recommend.

One superintendent has no authority in making the salary schedule; seven advise; and two recommend.

In the organization of the curriculum the board of education gives four superintendents full authority, and six have the power to recommend.

It is shown in Table XLIX that three superintendents have no authority in selecting a building site; three advises in the selection; and four report the condition does not exist.

Part III

Summary

1. The reports on the scholastic training of superintendents shows that more have had their training in a college of liberal arts than in a teachers college. Fifty percent of the superintendents hold a master's degree. The superintendents average twenty seven hours in educational administration; seven hours in educational psychology; six hours in supervision of instruction; and four hours in curriculum construction. The superintendents read on the average six books each in the last year in the field of administration. They also read on the average four magazines regularly. All of the superintendents read at least one daily paper.
2. The report shows that four of the superintendents are experienced workers that is, they have held positions in all types of work in their present charge.
3. The superintendents of second class cities of Kansas are very active in educational meetings. All but one superintendent in the ten cities studied attend the state meetings, two attend the national meetings regularly.
4. The students receive their report cards every six weeks in all of the schools studied.

Note: In this summary nearest whole number is used.

5. Records as to the mental age, and intelligence quotient are not kept by the superintendents to a very great extent.
6. In nine of the schools studied compulsory attendance is in charge of a truant officer.
7. The most common plan used by superintendents to encourage students to attend regularly is by making special appeals to them.
8. Six of the superintendents have made provisions to care for the health of the students by employing school nurses.
9. Sixty percent of the superintendents are not connected with a Parent-Teachers Association.
10. The superintendents are active in church work and social activities of the community in which they live.
11. All of the superintendents appear to be very much interested in developing the proper professional spirit among their faculty members.
12. Sixty percent of the superintendents do not require the faculty members to attend summer school. Two systems encourage teachers to attend by giving them an increase in salary.
13. Eight of the ten superintendents hold teachers meetings after school, and seven designate one hour as the time limit.
14. Teachers meetings are planned and directed by the

- superintendent and principals in five of the ten systems studied.
15. All of the systems studied encourage the teachers to participate in planning the curriculum and classifying pupils.
 16. All of the superintendents are interested in encouraging teachers to improve while in service.
 17. All of the superintendents are expected to be present at meetings of the board of education.
 18. Diversified methods are used by the superintendents in order to familiarize the board of education with the needs of the school.
 19. Four of the superintendents find it necessary to spend time in "politics" in order to hold their positions.
 20. In the informal talks superintendents have with the board members all of them say that "school" tends to become the subject of conversation. The superintendents all say that, informal talks are used to a very great extent in putting over school policies.
 21. Several methods are used by the superintendents to improve their relations with the board of education. Keeping the board informed of school policies, accepting responsibility, and making the board members feel that their work is important, are methods used by all of the superintendents interviewed.
 22. In the preparation of the budget three of the super-

intendents have full authority.

23. Forty percent of the superintendents require teachers to meet certain health standards before being employed.
24. In planning and constructing a new building, eight of the superintendents determine the building needs; five make a schedule of rooms; seven prepare and improve plans and specifications; and three estimate the cost of the building.
25. All of the superintendents inspect the buildings in order to learn about sanitary conditions and work of the janitor.
26. The janitors are required by all of the superintendents to care for the floors and toilets daily.
27. Very little consideration is given by the superintendents relative to health surveys of the school and community.
28. A large number of printed forms are used by the superintendents. Seventy percent of the superintendents have printed forms controlling the procedure of meetings of the board of education.
29. Libraries are maintained in nine of the systems by the budget, while in one system the library is maintained by tuition collected from students outside the district.
30. In eight of the systems the library books are selected by a committee composed of teachers and super-

intendent.

31. The Dewey Decimal is the most common system used in recording library books.
32. Only one of the superintendents has adopted the curriculum to the present needs of the community, based upon a social and economic survey.
33. Data show that the superintendents average spending thirty eight percent of their time in office work. One superintendent spends one half of his time in the office.
34. The occupation of board members is varied. The greatest percent are merchants.
35. Sixty five percent of the board members are in favor of employing as many local teachers as possible.

Part IV

Recommendations, Principles' and Conclusions
Based Upon Readings' in the Field
of Administration

- I. That it is desirable that all persons who assume the duties and responsibilities of a skilled administrator, which a superintendent must be, should at least hold collegiate degree, with training dealing with general educational problems as well as sufficient specific training dealing with the problems of an administrator. ^{1,2,3.}

He should serve to the greatest of his ability the following:

1. The students whom he has under his supervision.
2. The school which he administers.
3. The community.
4. The state as a whole.

He should be familiar with present day educational theory and practice in administration. He should be doing all within his power in carrying out a definitely established program in the system of which he is superintendent.

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1. Cubberley, Ellwood P. Public School Administration. Houghton Mifflin Company, Boston. 1916, pp. 220-230.
 2. Reeder, Ward G. The Business Administration of a School System. Ginn and Company, Boston. 1929, pp. 36-39.
 3. Almack, John C. The School Board Member. The Mcmillan Company, New York. 1927, pp. 183-202.

II. Each administrator should read and study all the leading educational magazines and books dealing with general and specific phases of administrative work. No matter how intensive the demands are for outside interests, the man who is looking forward to an important position in school administration must not allow other affairs to monopolize his time. The habit of reserving one hour each day for careful reading and study of professional literature is one which should be encouraged. The superintendent must also read general magazines, biography, some fiction and keep thoroughly informed on all subjects of local and national significance.^{4,5.}

III. The superintendent should receive much recognition as a professional school man from the board of education. He is a thoroughly trained school officer and as such he should be:

1. The general manager of the school system, acting under and by the authority of the board.
2. Directly responsible to the board of education for the administration of all of the work of the school system.
3. The chief executive officer of the board of education.

4. Cubberley, Ellwood P. op. cit. pp. 235.
 5. Gates, C. Roy. The Management of Smaller Schools. Houghton Mifflin Company, Boston. 1925, pp. 4-6.

IV. It is evident that if the superintendent is to be responsible to the board of education for the educational outcomes of the school system, he must have authority to:

1. Select and nominate the instructional and supervisory force.
2. Select and nominate the custodial, care, and maintenance staff.
3. Select the health staff.

Most industrial companies allow the superintendent almost full control of the organization and of the entire work. The same situation should maintain with the superintendent of schools.^{6,7.}

Both by law and by the rules and regulations of the board, the superintendent has little authority, except in matters in which the board has seen fit to delegate to him, yet he will not be efficient unless he can come to exercise rather large authority.^{8,9.} He should develop a feeling of mutual trust and confidence with the

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6. Sears, Jesse B. The School Survey. Houghton Mifflin Company, Boston. 1925, pp. 55-56.
 7. McGinnis, William C. School Administrative and Supervisory Organizations in Cities of 20,000 to 50,000 Population. Teachers College, Contributions to Education, No. 392.
 8. Sears, Jesse B. op. cit. pp. 55-56.
 9. Cubberley, Ellwood P. Public School Administration. Houghton Mifflin Company, Boston. 1929, pp. 241-254.

board of education. In order to do this he must show that he thoroughly understands the details of his work.

V. The production, selection, purchase, and distribution of school supplies are becoming very complex problems. The point of contact at which friction is most likely to occur between the educational and the business departments of any school system is in handling supplies. The friction is likely to be caused by any one or all of the following:

1. The kind, quality, and amount of supplies.
2. Who places school supply orders?
3. Where are school supply orders placed?
4. School supply management.
5. Who make supply estimates?
6. Requesting supplies from the storeroom.

While no final word can be pronounced, relative to school supplies, however, certain recommendations grow out of the varied practices o

1. Cities should s
which they purc
be expressed in
a. Items of

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10. Mullan, J. S. "The Purchase, of Supplies." American Schoc. July, 1928, p. 50.
 11. Anderson, C. J. and Fowlkes, John Guy. "The Selection Purchase and Distribution of School Supplies." The American School Board Journal. Vol. 77, p. 49. July, 1928.

- b. Unit quantities furnished per pupil, per room.
 - c. Quality of supplies purchased.
2. Annual estimates of supplies needed should be prepared by the proper official by March 1 of each year, in order that supplies may be delivered when they can be most readily cared for, and in order that supply companies may estimate their own needs.
 3. Orders should be placed with supply distributors by April 1 for summer delivery.
 4. When possible, the supply order for the entire year should be placed at one time. Costs of supplies increase with small shipments.
 5. The person preparing the supply list should have definite knowledge of modern trends of education.
 6. Architects should make provision for small storage rooms in plans of new school buildings.
 7. Supplies for at least a month should be housed in storage rooms in each school building.
 8. In every city, accurate cost data for each item and type of supplies should be kept.

Such data, together with information on pupil and room allotments, will make possible placing in the annual budget an amount adequate for the supply needs of the school system.

9. Simple, yet comprehensive, accounting systems for supplies should be devised.
10. The forms used in purchasing and distributing supplies should be standardized and complete.
11. A perpetual inventory should be kept of all supplies by items, using a card system.
12. The whims of individuals should not be permitted to increase the multiplicity of items of supplies furnished the school. Acceptable standards both as to size and quality should be established and adhered to.
13. Wherever feasible, school trucks should be secured and used in the distribution of school supplies. Children should not be used as distributing agents.
14. Neither janitors, principals, nor teachers should be permitted to place orders in local stores for small items of supplies urgently needed. Care in estimating and

accounting for supplies will make this common practice unnecessary.

VI. The basic financial document of any well organized school is the budget. The superintendent should advise all persons interested in the preparation of the budget for all phases of school work involving the expenditure of school money. It should receive the best thought of all administrative heads as well as the board of education. Every administrative head should have a part in making the budget. Each should budget for his department. Budgets from all departments should go first to the superintendent for approval. They should then be compiled and tabulated and presented to the board for final approval.
11,12,13,14.

There should be four steps in budgeting with duties divided as follows:

1. Preparation of the budget. (By the superintendent or other educational authority.)
2. Adoption of the budget. (By the school board.)

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11. Grill, G. W. op. cit. pp. 71.
 12. Reeder, Ward G. op. cit. pp. 46-59.
 13. Moehlman, Arthur B. Public School Plant Program. Rand, McNally and Company, New York, p. 253, 1929.
 14. Almack, John C. The School Board Member. The Macmillan Company, New York, p. 162, 1927.

3. Administration of the budget. (By the superintendent or other educational authority.)
4. Enforcement of accountability. (By the school board.)

VII. It is imperative that school administrators keep accurate records of incomes and expenses. There are according to Smith six functions that any school accounting system should perform.^{15.} These functions are as follows:

1. Giving a record of funds received.
2. Recording expenditures.
3. Giving a complete record of every financial transaction, including the original documents.
4. Controlling budget appropriations.
5. Giving data for the computation of unit costs.
6. Presenting financial facts for complete and accurate financial reports.

The superintendent should supply the board of education from time to time with detailed reports that can be used as the basis for checking the policies of its

15. Smith, Harry P. Business Administration of Public Schools. World Book Company, Yonkers-on-Hudson, New York, 1929, p. 131.

administrative officers. The reports necessary for the board are:

1. The annual budget.
2. Periodic budget statements showing conditions of controlling accounts.
3. Periodic financial statements showing income and expenditures by functions.
4. Periodic statements on school costs with comparable data from other cities.
5. Inventory statement showing stores on hand and school property owned.
6. Annual financial statement, including a balance sheet.

The reports should be prepared in as great detail as may be necessary or desirable to show the facts that the board needs.

VIII. The superintendent should devote more of his time to supervising instruction. If the schools in any city are to render good service there must be personal and helpful supervision of instruction. Supervision is a very important function of the superintendent. His supervision should be of an inspirational nature. The emphasis should be placed upon the "Vision" instead of the "Super".

16. Cubberley, Ellwood P. op. cit. 1929. p. 357.
 17. Brown, Edwin J. A Self-Rating Scale for Supervisors, Supervisory Principals, And Helping Teachers. Bruce Pub. Company, Milwaukee, Wisconsin, 1929.

IX. Contracts to superintendents should be for not less than a two year period. The reasons are:

1. No superintendent can successfully organize a school system in one year.
2. A successful superintendent will plan his program for a longer period than one year.
3. It is a common business practice to grant the manager a contract for more than one year. The superintendent of schools should have the same recognition.
4. His contract should cover a period from three to five years in order to get the best results.

X. The occupation of a board member should be such that it permits him to devote some time in the discharge of his duties as an official. A very suggestive study of school board personnel was made by Struble at the University of Kansas. His study shows that on the basis of judgment of the superintendents, the following conclusions were reached:

1. Members of the professions rank high as board members, much higher than "business men."

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18. Editorial. American School Board Journal, Dec. 1925. Vol. 71, p. 38.
 19. Geo. G. Struble. "A study of School Board Personnel." American School Board Journal, Vol., 65, p. 40, Oct. 1928.

2. Farmers, bankers, and manufacturers show most ability in handling school finances.
3. Housekeepers, doctors, and ex-teachers are of most service in helping to plan educational policies.
4. Men and women who have children make better school board members than do those who do not.
5. The age of greatest efficiency seems to be from forty to fifty. Neither young men nor old men make the best members.
6. Newspaper men tend to monopolize the most time at board meetings.
7. Retired business men are not good board members.
8. Ministers are less efficient than men in other professions.
9. Members tend to become more conservative and less useful the longer they serve.
10. Housekeepers tend to give more time to school interests than do any of the others studied.

XI.

The superintendents should use more means or methods of familiarizing the board of education with the needs of the school, and recommend plans to them con-

cerning the improvement of school conditions. This may
be done by:

1. The superintendent putting into the hands of each member of the board copies of the minutes, and abstracts of reports a week before each meeting.
2. A subscription to the American School Board Journal to be paid for from school funds for each board member.
3. The superintendent visiting at least three good school systems each year at times most convenient to him and report to the board on all his observations.
4. Superintendent reporting to the board on all state and national meetings attended.
5. Encouraging the board members to attend at least one educational meeting every year.
6. Encouraging every member to give a half day a year to visiting the local schools with the superintendent.
7. The superintendent submitting reports occasionally concerning the schools and the progress of the pupils as measured by

20. Edmondson, J. B. "How a Scho
Himself on Educational Matter
American School Board Journal. 1921.

standard tests.

8. The superintendent insisting that his report be heard immediately after roll call and the reading of the minutes.

XII. All reports concerning the work of the pupil should be mailed to the parents at regular stated intervals. If students are failing the parents should be notified oftener than the common six week periods. This will assist in correcting any misunderstanding between the teacher and parents. The primary objectives for making the reports should be to:

1. Report scholarship ratings.
2. Indicate cause of poor work such as:
 - a. lack of effort.
 - b. slowness in learning.
 - c. poor attendance.
3. Show progress the child has made.
4. Compare mark with the rest of the class.

XIII. Superintendents in second class Kansas cities should develop a thorough-going health program in the schools where they have charge. A good health program calls for the followings:

1. A physical examination of each pupil each year in the first three school grades.

21. Heck, Arch O. Administration of Pupil Personnel. Ginn and Company, Boston. 1929. p. 276.

22. Cubberley, Ellwood P. op. cit. p. 611.

2. A physical examination again in the fifth or sixth grade.
3. Another in the eighth or ninth grade.
4. Further examinations in the high school should come as a part of the work in physical training and the building of health habits there.

There should be a carefully unified program in education for health. The school should correct, protect, and prevent. This calls for the following:

1. Properly built and sanitary school house.
2. A well balanced physical education program.
3. A good system of health supervision. The smaller schools should have the following^{23,24.} staff:
 - a. a part time physician.
 - b. a nurse for every one thousand students.
 - c. one supervisor of physical education to be in charge of all physical activities in elementary and secondary schools.
 - d. one physical instructor for each two hundred students.

23. Cubberley, Ellwood P. op. cit. p. 617.

24. Keene, Chas. H. The Physical Welfare of the School Child. pp. 478--80.

XIV.

Cumulative records should be kept of pupil parentage, health, personality traits, vocational choice, scholarship, and school activities.^{25, 26.} The record system is needed in the management of a school system in order that:

1. Data may be recorded which will enable school people to administer education more efficiently.
2. Information necessary for the adoption of principles used in good business procedure may be had.
3. Facts necessary for enforcing the principle that education is a state function may be available.
4. The class room teacher may have at hand the information necessary for a complete study of the interests, abilities, and capacities of each child in her class, thus making possible a psychological basis for all her teaching.

XV.

Janitors should be required to care for floors, toilets, and furniture daily in order to keep the building

25. Cubberley, Ellwood P. op. cit. pp. 629-635.

26. Heck, Arch O. op. cit. pp. 125-147.

clean and attractive. Their work should be directed by the superintendent.

An excellent outline drawn up by Dr. Charles E. Reeves designating the duties of a janitor is worthy of serious study. He says the cleaning jobs include the following:

1. Sweeping.
 - a. Classrooms.
 - b. Corridors and stairs.
 - c. Special rooms.
2. Dusting.
 - a. Classrooms.
 - b. Woodwork.
 - c. Walls and ceilings.
 - d. Pictures and window shades.
 - e. Under radiators.
3. Oiling.
 - a. Classrooms and special rooms.
 - b. Corridors and stairs.
 - c. Woodwork and furniture.
4. Scrubbing, mopping, and washing.
 - a. Classrooms and special rooms.
 - b. Corridors and stairs.

27. Charles E. Reeves. "An Analysis of Janitor Service in Elementary Schools," pp. 19-27, 1925. Teachers College, Columbia University, Contributions to Education, New York.

- c. Kindergartens and domestic-science rooms.
 - d. Woodwork and furniture.
5. Washing glass.
- a. Windows, outside.
 - b. Windows, inside.
 - c. Glass in doors.
 - d. Transoms, cupboard doors, cases, mirrors, fixtures.
6. Toilet cleaning.
- a. Scrubbing, moping, or flushing floors.
 - b. Cleaning urinals, toilets bowls, and seats.
 - c. Sweeping toilet floors.
 - d. Disinfecting toilets.
7. Chalk-dust cleaning.
- a. Blackboards.
 - b. Eraser cleaning.
 - c. Cleaning chalk trays.
8. Miscellaneous cleaning.
- a. Inkwells.
 - b. Porcelain pieces (washbowls, drinking fountains, etc.)
 - c. Polishing metal fixtures.
 - d. Basements (play courts, gymnasiums, furnace rooms, fresh air intakes, etc.)

- e. Cleaning carpets, rugs, and doormats.
- f. Cleaning glazed bricks.
- g. Removing ink stains and chewing gum.
- h. Removing chalk and pencil marks.
- i. Disinfecting (buildings, furniture, hand rails, and door knobs.
- j. Removing sawdust and shavings (manual-training rooms.
- k. Removing garbage (domestic science rooms.)
- l. Disposing of wast paper, sweepings, etc.
- m. General cleaning.

XVI. Superintendents should hold consultations with pupils relative to conduct, scholarship, and future plans.

XVII. Permanent records should be kept of the employment and college status of all pupils after leaving school, in order to develop a greater "correlation" between school and later life activities.

XVIII. No teacher or janitor should be employed whose health is such that would render his service inefficient or endanger the health of the pupils.

XIX. The heating, ventilation, rooms, and floors of each building should be inspected by the superintendent, at least, twice each week, for the purpose of safe guarding the health of the pupils and teachers.

XX. The library should be in the hands of a committee

consisting of teachers and pupils. A reliable record system should be used in order to avoid losing any books. The Dewey Decimal system of recording books is recommended.

XXI. All library books should be selected by a committee composed of selected teachers and the superintendent based upon the needs and interests of the school and community.

XXII. Teacher meetings should be held at least once every two weeks. They should consist of general and group meetings held on school time. They should not last longer than one hour. ²⁸ To say that all teacher meetings should be carefully planned and directed is stating the obvious. However, to neglect such planning and directing is fatal.

XXIII. All teachers should be encouraged, by the superintendent, to participate in planning the curriculum, school organization use of intelligence and achievement tests, and vocational guidance. ^{29,30,31.}

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28. Almack and Bursch. The Administration of Consolidated and Village Schools. Houghton Mifflin Company, Boston, 1925, p. 362.
29. Cubberley, Ellwood P. op. cit. 1929, p. 420, 348-349.
30. Almack and Burch. op. cit. pp. 89-90.
31. Hunter, Fred M. "The Teacher Participation in the Determination of Administrative Policies." School and Society, November, 28, 1925. pp. 665-671.

XXIV. Each teacher should be urged to attend summer school, at least, once every two years for the following reasons:

1. It should aid in her educational growth and personal efficiency.
2. She should increase her professional equipment in order that she may do better and command larger pay.
3. It aids her in forming the habit of keeping professionally active.

A small increase in salary for summer school study is recommended.
32,33,34.

XXV. Boards of education should be encouraged to grant "leave of absence" to teachers, as a periodical leave for travel and study is worth much as an impetus to further growth.
35.

XXVI. All teachers should be given their assignments before the opening of summer school. The information which the superintendent uses in making appointment should furnish the bases of assignment. The superin-

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32. Cubberley, Ellwood P. op.cit. p. 385.
 33. Bradford, Mary D. "Motives for Increasing Professional Interest and Growth of Teachers." American School Board Journal, Vol., 50, p. 16. March, 1915.
 34. Dally, D. J. "The Training and Development of Teachers after Entering the Profession." Elementary School Journal. June, 1928. pp. 763-767.
 35. Cubberley, Ellwood P. ibid. p. 385.

tendent should make all assignments to positions, and all transfers from position to position, if the same does not involve a change in salary.

XXVII. Each teacher should have full responsibility in class room discipline. There should be a disciplinary class taught by an especially capable teacher. To this class the superintendent should have power to commit pupils who have begun to manifest difficulty in fitting into the work of the ordinary school. The purpose is to handle, in an efficient and orderly manner, the students assigned to the room and turn them back into the main current of the school better equipped to adjust themselves to the school society.³⁷

XXVIII. All teachers should be required to submit reports, at least twice each month of all pupils who are falling below credit level in their subjects.

XXIX. Teachers should be employed before the opening of summer school, in order to give them an opportunity to secure additional training should they desire it in the work for which they have been engaged.

XXX. The superintendent should select a list of candidates each member of which should be presented to the board, with recommendation for election. The

37. Cubberley, Ellwood P. Op. cit. p. 593.

board should approve or disapprove, and give the superintendent its reasons for any disapproval.

XXXI. The curriculum should be adapted to present needs of the community based on the following:

1. A social and economic survey of the community in order to determine its educational needs.
2. An analysis of the activities carried on in the community in order to determine the needs the school should attempt to supply through class room instruction.

Vocational training and individual difference should be taken into consideration. 38,39,40.

The aims should be to provide and opportunity for intellectual exploration, to broaden and enrich the personal and social self. There should be a list of educational objectives set up for each grade. 41,42.

XXXII. The schedule of recitations should be planned during the summer in that a part of the work of beginning school will be completed and that each teacher will know how his work is arranged.

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38. Lull, Herbert G. Unpublished Document.
 39. Bobbitt, Franklin. How to Make a Curriculum. Houghton Mifflin Company, Boston, 1924, pp. 7-11.
 40. Heck, Arch O. *op. cit.* pp. 413-432.
 41. Bobbitt, Franklin. *ibid.* p. 292.
 42. Bobbitt, Franklin. "The Trends of the Curriculum." Second Year Book Department of Superintendence, U.S.A., 1924, pp. 249-251.

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