

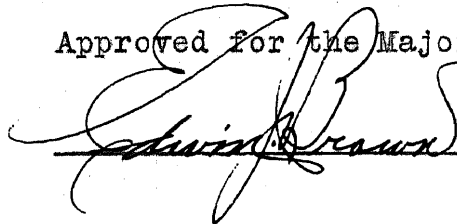
A STUDY OF THE STATUS OF THE PUBLIC SCHOOL
ADMINISTRATORS IN KANSAS

A THESIS

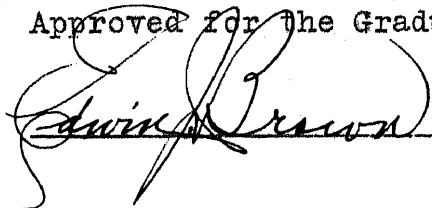
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Foreword.

In this study the writer has made frequent references to studies by Bennett C. Douglass, "The Status of the Superintendent"; Dan Harrison Eikenberry, "Status of the High School Principal"; Clarence Hendershot, "The Status of the Superintendent of Schools in Michigan"; and, Otis Preston Hornaday, "The Status of the Public School Administrator in Kansas". These references are given for comparative purposes for what they are worth. The data are not strictly comparable. Douglass' study was made in 1922, eight years ago; it was a questionnaire study of 1078 superintendents taken from the entire United States. Eikenberry made a study of 1510 principals in the United States in 1925. He obtained his data from questionnaires. Hendershot made his study in 1929 on 226 superintendents in Michigan. He sent questionnaires to the superintendents in Michigan in order to obtain his data. Hornaday made a questionnaire study of 224 superintendents and high-school principals of Kansas in 1925.

The writer has used official reports from all the administrators in Kansas for the year 1929-30. These "High School Principal's Reports" are filled out by the administrators themselves and filed at the State Superintendent's Office at Topeka, Kansas. Douglass, Eikenberry, Hendershot and Hornaday depended upon questionnaires which may or may not have secured replies from an unselected group.

CHAPTER I.

INTRODUCTION.

The Nature of the Study.

This investigation has as its main objective the study of the status of Kansas public school administrators. The purpose of this investigation is to present an analysis of the status of the administrator's position and to make a comparison of the findings of this study with those of similar studies.

There has been a rapid growth of the public-school education during the last three quarters of a century from which has evolved a new profession of school administration and supervision. Cubberley¹ portrays the growth of this profession in the following statement:

"School supervision represents a new profession, and one which in time will play a very important part in the development of American life. In pecuniary, social, professional, and personal rewards it ranks with the other learned professions, while the call for city school superintendents of the right type is today greater than the call for lawyers, doctors, or ministers. The opportunities offered in this new profession to men of strong character, broad sympathies, high purposes, fine culture, courage, exact training, and executive

1. Ellwood P. Cubberley, Public School Administration, p. 220. Houghton Mifflin Co., Boston, 1929. 710 pp.

skill, and who are willing to take the time and spend the energy necessary to prepare themselves for large service, are today not excelled in any of the professions, learned or otherwise. No profession offers such large personal rewards, for the opportunity of living one's life in moulding other lives, and in helping to improve materially the intellectual tone and moral character of a community, offers a personal reward that makes a peculiarly strong appeal to certain fine types of men and women".

Previous Studies.

Bennett C. Douglass² has made one of the most extensive, if not the most extensive, study to date, on the "Professional and Economic Status of the City Superintendent of Schools in the United States". This study was published in 1923 in the First Year Book of the Department of Superintendence of the National Education Association, and utilizes the entire book. The purposes of his study were: (1) To determine the status of the Superintendent of Schools with reference to training, experience and tenure. (2) To determine the facts regarding the financial compensation of the superintendents of schools. (3) To determine the professional activities in which the superintendents of schools engage. (4) To determine as far as possible the economic status of the superintendent. (5) To determine

2. Bennett C. Douglass, The Status of the Superintendent, p. 10. Department of Superintendence of the National Education Association, Washington, D.C. 1923. 206 pp.

the interrelationship between elements mentioned above.

Douglass' data were obtained by means of a questionnaire sent to 1181 superintendents in all parts of the United States. His findings will be given when corresponding data are presented in this investigation.

Eikenberry,³ in 1923, made a study in the related field of high school administration. He gathered data, by the questionnaire method, from 1100 to 1500 high school principals from all sections of the country concerning their status. His purpose was, "To show the status of the principals of fully accredited public high schools, especially with respect to academic and professional training, educational experience, state and local requirements, salaries, sources of supplies, duties and responsibilities". His findings will also be used for comparative purposes.

A. S. Whitney⁴ published a study of the "Status of Superintendents, Principals, and Teachers of the High Schools in Michigan", in 1916. He secured data, by means of a questionnaire, on 313 superintendents concerning their academic training, tenure, and salaries.

3. Dan Harrison Eikenberry, The Status of the High School Principal, p. 2. Bureau of Education Bulletin, 1925, No. 24. Government Printing Office, Washington, D.C., 1926. 71 pp.

4. A. S. Whitney, The Status of Superintendents, Principals, and Teachers in the High Schools of Michigan. Reprint from Journal of the Michigan School Masters' Club, Fifty-first meeting held in Ann Arbor, Michigan, March 29, 30, and 31st, 1916.

Clarence Hendershot⁵ published a study of "The Status of the Superintendent of Schools in Michigan", in 1928, in which he shows a development of the last twelve years from that of Whitney's study. He obtained data by a questionnaire from 226 superintendents. Among the factors considered were salaries, ages, tenure, academic qualifications, educational experience and civic activities. The findings of these two studies will be used for purposes of comparison also.

O. P. Hornaday⁶ made a study of "The Public School Administrators in Kansas", in 1926. His is a questionnaire study of the age, sex, salary, professional training, educational experience, tenure and administrative duties of 224 superintendents and principals. More than 600 administrators were studied on the topics of salaries and tenure. The purpose of his investigation was to make a comparative study of the status of the public school administrators in Kansas. His data will be used extensively as a basis of comparison for this study in order to indicate the trend of the status of the public school administrators in Kansas during the past five years. While the technique used is not identical, results secured should have sufficient reliability to allow for a valid comparison.

5. Clarence Hendershot, The Status of the Superintendent of Schools in Michigan, p. 1. Edwards Brothers, Ann Arbor, Michigan, 1926. 87 pp.

6. Ottis Preston Hornaday, The Status of Public School Administrators in Kansas, p. 1. Unpublished Master's thesis, Department of Education, University of Chicago, 1926. 78 pp.

The Scope of the Study.

The scope of this investigation includes all public school administrators in Kansas. No school has been omitted, the one, two, and three year high schools being considered under separate heads.

Table I gives the number of communities for which data were available.

TABLE I.

NUMBER OF KANSAS SCHOOLS IN EACH CLASS OF CITY USED IN THIS STUDY.

Type of City	Number
First Class Cities	11
Second Class Cities	76
Third Class Cities	566
One, Two, and Three Year High Schools	29
Total	682

The schools in this table are grouped according to the three main divisions found in the Kansas Educational Directory, 1929-30⁷, into first, second, and third class cities, and into one, two, and three-year high schools not included in the first, second, and third class cities.

7. Geo. A. Allen, Jr., Kansas Educational Directory, 1929-30, pp. 10-40, Kansas State Printing Plant, Topeka, Kansas. 1929. 49 pp.

Method of Procedure.

Broad lines of inquiry upon which this investigation is based are:

1. What is the typical distribution of superintendents in large and small communities, by sex?
2. What are the typical salaries for the positions?
3. What are the facts concerning the present incumbents as to experience, professional training and tenure?
4. To what extent do they exercise administrative duties and to what extent is their work instructional in nature?
5. What is the district valuation and the type of high school and district organization in which they teach?
6. What is the amount of experience they have had both as administrators and in secondary school work as teachers?
7. What kind of certificates do they now hold?

Sources of Data.

The greater part of the information gathered for this study came from the "High School Principal's Report"[#] which is filled out by the administrators themselves and is filed at the State Superintendent's Office at Topeka, Kansas. This information is secured by the state office at the beginning of each school year. These data were taken from the reports

[#] The work sheet used for assembling these data is found in Appendix A.

for the current year, 1929-30.

The utmost courtesy was extended by the staff in the State Superintendent's Office at Topeka, Kansas, in allowing the use of state files for this information. Special mention is gratefully made of the kindness of Mr. Geo. A. Allen Jr., Superintendent of Public Instruction; Mr. W. A. Stacey, Assistant Superintendent; Miss Louie Lesslie, Secretary, State Board of Education; Mr. T. E. Osborn and Mr. J. E. Edgerton, High School Supervisors, whose files were used; and Miss Elizabeth Warning and Mr. J. H. Houston, Rural-school Supervisors.

As information deemed desirable was not obtainable from the reports for ten of the first class city administrators, an informal letter[#] of inquiry was sent to each of them. Eight of these were returned in time to be used.

Information needed, but not available from the "High School Principal's Report was secured from material found in the Kansas Educational Directory, 1929-39.⁸

Limitations of the Study.

Certain conditioning factors have limited this study. Among these are: per capita wealth, living conditions, and other economic problems, all of which affect, to some extent, the salaries paid to school administrators as well as the

A copy of this letter may be found in the Appendix.
8. Ibid. pp. 10-40.

compensation of other professional workers. Since data for these items were not available they had to be omitted from the investigation in the study of salaries.

Due to the small number of first class cities in Kansas, values of certain statistical constants have been affected, but an attempt has been made to make due allowance for this fact in the interpretation of the different tables. Otherwise the group is apparently a very good cross-section as a whole.

The limitations of time and geographical position might invalidate comparison with other studies, but these also have been taken into consideration as the various studies are used.

Types of Data Collected.

The following types of data were obtained for this study from the "High School Principal's Report now on file at the office of the State Superintendent of Schools, Topeka, Kansas, and from other sources previously mentioned:

1. Individual salaries of administrators.
2. Sex of individual administrators.
3. Extent of professional training above the elementary school.
4. Amount of educational experience both as an administrator and in secondary school work.
5. Extent of administrative factors pertaining to administrators, as measured by number of teachers under control, total school enrollment, number of

classes taught, district valuation, and type of high school and district organization.

6. Tenure of the individual administrators in their present positions.

Definition of Terms.

Due to the fact that many administrators devote part of their time to teaching, the term, "administrator" as used, applies to all those in authority regardless of the amount of teaching which is done in addition to administrative duties.

In communities which provide community and rural high schools, the administrator is termed the principal, while in reality he is the only school administrator in the school and his administration, in most cases, extends over all the schools in the community. For the purpose of this investigation, the term administrator is interpreted to apply to both superintendents and principals who receive their authority directly from the board of education and who are in charge of the school system.

There are twenty-nine communities in Kansas which have one, two, and three-year high schools. It was considered best to treat these schools separately, because, if treated with the other third class cities, they would lower the standard of not only the third class schools but the other schools as well. Again, they are not high schools in the truest sense of the word.

The communities offering a four-year high school course are grouped according to the classification found in the Kansas Educational Directory, 1929-30⁹, into first, second, and third class cities. Table I shows this classification.

Presentation of Data.

It has been the general plan of this study to give an accurate presentation of the original data collected as classified into statistical tables. An analysis and discussion accompanies each table. In the tables the medians are used as the measures of central tendencies, and the first and third quartiles and the quartile deviations are employed as measures of dispersion. These constants are given in the summary of many of the tables in order to facilitate comparison.

9. Ibid. pp. 10-40.

CHAPTER II.

Distribution of Administrators According
to Salary, Sex, and Age.

Salary Distribution.

Table II shows the salaries that are being received by 649 public school administrators in Kansas. These data have been secured from the "High School Principal's Report" on file in the State Superintendent's Office and supplemented by information from the Kansas Educational Directory for 1929-30¹.

TABLE II.

SALARY DISTRIBUTION OF SUPERINTENDENTS IN FIRST,
SECOND, AND THIRD CLASS CITIES.

Annual Salary	First Class Cities	Second Class Cities	Third Class Cities	Total
Number reported	11	75 [#]	563	649
Highest	\$8,400.	\$5,750.	\$4,000.	\$8,400.
Lowest	4,000.	1,800.	1,350.	1,350.
Range	4,400.	3,950.	2,650.	7,050.
First Quartile	5,000.	2,800.	2,013.	2,025.
Median	5,500.	3,200.	2,220.	2,270.
Third Quartile	6,500.	3,700.	2,483.	2,641.
Quartile Dev.	750.	450.	235.	308.

[#]Hays was omitted from this table because the Superintendent of Schools is also head of the Department of Education of the Kansas State Teachers College of Hays and remuneration comes from both the city and the State.

1. Geo. A. Allen, Jr., Kansas Educational Directory 1929-30, pp. 10-40. Kansas State Printing Plant, Topeka, Kansas, 1929. 49 pp.

The salaries in this table are classified by first, second, and third class cities, and a total of all the salaries is also given. All administrators, both superintendents and principals, and of both sexes, are included in the same table. Administrators of the one, two, and three-year high schools are treated separately.

There is a comparatively wide range of salaries found in all three groups. The lowest salary, which is in the third class cities, is \$1,350; the highest salary is found in the first class cities, \$8,400; the range is \$7,050. It is interesting to note that the highest salary in the third class city group is the same as the lowest salary in the first class city group, and that the lowest salary in the first class cities is only \$1,750 less than the highest salary in the second class cities. It is apparent that salaries increase very rapidly from the smaller to the larger school systems. A study of the medians also shows a distinct tendency toward salary increase with the size of the school; thus the median salary for the first class cities is \$2,300 more than the median for second class cities and \$3,280 more than the median salary for third class cities. However, the variability is greater in the first class cities than in either the second or third class cities. This is revealed by the quartile deviations of the three classes. This quartile deviation is \$750 for the first class cities, \$450 for the second class cities, and \$235 for the third class cities.

The median salary of all three classes for all administrators is \$2,270, and the middle fifty per cent receive between \$2,025 and \$2,641 with a quartile deviation of \$308. Hornaday's² study of five years ago shows that the median salary was \$2,241.67, and the middle fifty percent of the administrators received between \$2,037.95 and \$2,559.50 with a quartile deviation of \$260.68. It is evident that the salaries at the median, and the third quartile show a decided increase. The quartile deviation also indicates this increase, while there is a slight decrease at the first quartile level. There is 1.3 per cent increase in the medians during the five year interval.

In Douglass'³ study of the superintendents throughout the United States he found that the median salary for 323 superintendents in 1919-20 was \$3,662, and that of the Great Plains section of the United States was \$3,750. Kansas according to these figures, is considerably below the average. Due to the fact that Douglass'⁴ study dealt only with cities with 8,000 population or more the measures are hardly comparable. It is worth noting that the median salaries of the first and second

2. Otis Preston Hornaday, The Status of Public School Administrators in Kansas, pp. 16-25. Unpublished Master's thesis, Department of Education, University of Chicago, 1926. 78 pp.

3. Bennett C. Douglass, The Status of the Superintendent, p. 75. Department of Superintendence of the National Education Association, Washington, D.C., 1923. 206 pp.

4. Ibid., p. 76.

class cities in Kansas would compare very favorably with the median salary of the United States for cities of 8,000 or more population. The comparison lacks validity in this phase also, however, as the figures presented are for 1929-30 for Kansas, while Douglass' figures were for 1922-23. Hornaday⁵ says that Kansas, according to facts available, is slightly below the average of the United States and of the section in which it is located.

Eikenberry⁶ reported in his study of both men and women principals throughout the United States that the median salary was \$2,314, and that of the South West Central States to be \$1,983. These medians correspond to that of Kansas, but Eikenberry's⁷ investigation was for principals only, while the writer's study is for all public school administrators in Kansas. The data presented indicate that Kansas is considerably below the average of the United States and of the section of the United States in which it is located.

Whitney's⁸ study of 309 superintendents in Michigan shows

5. Hornaday, *op. cit.*, p. 19.

6. Dan Harrison Eikenberry, Status of the High School Principal, p. 42. Bureau of Education Bulletin, 1925, No. 24. Government Printing Office, Washington, D.C., 1926. 71 pp.

7. *Ibid.*, p. 2.

8. A. S. Whitney, The Status of Superintendents, Principals, and Teachers in the High Schools in Michigan. Reprint from Journal of the Michigan School Masters' Club, Fifty-first meeting held in Ann Arbor, Michigan, March 29, 30, and 31st, 1916.

that the median salary for the year 1915-16 was \$1,202, and Hendershot's⁹ study of 226 superintendents in Michigan shows the median salary for the year 1927-28 to be \$2,589. It is evident that superintendents' salaries in Michigan have doubled within the past twelve years. The highest salary in Michigan according to Hendershot¹⁰ is \$16,000, being almost twice as much as that of the best paid Kansas administrator. The lowest salaries in Michigan and Kansas are the same, \$1,350; this makes the total range for Michigan \$14,650 and the total range for Kansas \$7,050.

Sex Distribution.

A distribution of these 653 public administrators in Kansas according to sex show that a great majority of the administrative positions are filled by men.

On the whole slightly more than one per cent of the administrative positions are filled by women. There are no women administrators in the first or second class cities, and only seven out of 559 or 1.2 per cent women administrators in the third class cities. Of these seven women administrators, four are designated as superintendent, while three hold the title of principal. There are eight women of the twenty-nine

9. Clarence Hendershot, The Status of the Superintendent of Schools in Michigan, pp. 6-13. Edward Brothers, Ann Arbor Michigan, 1926. 87 pp.

10. Ibid.

administrators of the one, two, and three-year high schools that are not included in this table. Table III presents these data.

TABLE III.

DISTRIBUTION OF PUBLIC SCHOOL ADMINISTRATORS
IN KANSAS ACCORDING TO SEX.

Distribution by Sex	Men Administrators		Women Administrators	
	Number	per cent	Number	Per cent
First Class Cities	11	100	0	0
Second Class Cities	76	100	0	0
Third Class Cities	559	98.8	7	1.2
Total	646	98.9	7	1.1

Hornaday's¹¹ study shows that 20 out of 627 administrators in 1925-26 or 3.1 per cent were women. This indicates that the percentage of women administrators in public school work in Kansas is on the decline.

Commenting upon the scarcity of women administrators Kees¹² says that, "Although women are sometimes given positions as heads of high schools in the smaller communities, the present situation affords little or nothing of encouragement

11. Hornaday, op. cit., pp. 14-15.

12. Leonard V. Kees, The High School Principal, pp. 9-10. Houghton Mifflin Co., Boston, 1924. 121 pp.

for ambitious members of the sex to rise to the positions of larger responsibility in this field. This is especially notable in view of the great predominance of women on the high school teaching staff from which most of our administrators are recruited. These facts are, however, descriptive of the status quo in a single school year, and can not show a tendency to change in proportion of women administrators, if such there has been, in recent years".

Age Distribution.

The ages of the administrators in Kansas cities were not available from sources mentioned in the previous chapter and it was not deemed advisable to send out an inquiry for this information. However, information on the subject in general was available from previous studies and is presented here for informative purposes.

Bennett C. Douglass¹³ found in his study on "The Status of the Superintendent" that the superintendent of schools in the American city is usually a man from 24 to 73 years of age; the middle fifty per cent are from 37.4 to 49.7 years of age, the median being 43.15 years. The range in the Great Plains section of the United States is from 26 to 70 years with the middle fifty per cent from 37.3 to 47 years of age and the median being 41.9 years. Douglass¹⁴ says: "The greater

13. Douglass, op. cit., pp. 13, 106-107.

14. Douglass, op. cit., p. 106.

maturity of superintendents in the larger cities shows the policy on the part of boards of education to retain the service of men with ripe experience for leadership in school systems of large cities. It furthermore indicates that men who receive appointments in larger cities usually have had experience as superintendents in smaller cities or that they have had a long experience in the city system from which they have been reported. Maturity is unquestionably an important factor in determining the appointment of superintendents to the more responsible positions in school administration."

Hornaday¹⁵ found the ages of 144 public school administrators in Kansas in 1925-26 to extend over a comparatively wide range, the highest age being 70 years and the lowest 23 years. The middle fifty per cent were from 31.5 to 44.5 years, the median being 36.5 years. On the whole, the Kansas administrators are a younger group of men than are the group studied by Douglass.¹⁶ This lower age level is likely due to the fact that Douglass¹⁷ studied positions in towns of 8,000 population or over.

Hendershot¹⁸ found that 222 superintendents in Michigan were from 21 to 68 years of age; the middle fifty per cent falling between 29.33 and 39.2 years of age, and the median being 34.05 years. This group of men is considerably younger

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15. Hornaday, op. cit., p. 11-12.
 16. Douglass, op. cit., p. 106-107.
 17. Douglass, op. cit., pp. 106-107.
 18. Hendershot, op. cit., pp. 14-17.

than the Kansas administrators as presented by Hornaday¹⁹ in his 1925-26 study.

Summary of Findings.

1. Salaries of the administrators range from \$1,350 to \$8,400.
2. The median salary of the administrators is \$2,270.
3. The middle fifty per cent of the administrators receive salaries ranging from \$2,025 to \$2,641.
4. The median salaries increase successively from \$2,220 for third class cities to \$3,200 for second class cities and \$5,500 for first class cities.
5. The median salary for the public school administrators in Kansas has increased 1.3 per cent during the past five years, from \$2,241.67 to \$2,270.
6. The salaries received by administrators in Kansas do not exceed those received by the administrators of the United States as a whole.
7. There are no women administrators in the first or second class cities and only seven in the third class cities.
8. Women administrators have decreased in number from 3.1 per cent in 1925-26 to 1.1 per cent in 1929-30.

19. Hornaday, op. cit., pp. 11-12.

Chapter III.

Educational Training of the Kansas
Public School Administrators.

The information in this chapter, which deals with the educational training of the Kansas public school administrators, will be presented from viewpoints: (1) The number of years of educational training; (2) The academic degrees which are held; (3) The types of educational institutions attended; and, (4) The ten highest combinations of major and minor subjects taken in college. This information for one, two and three-year high schools is treated in a later chapter.

Cubberley¹ says concerning the educational training of the superintendent of schools:

"The position of superintendent of schools in a modern city, if properly filled, is a full man's job, and calls for the best that is in a strong, capable, well-trained, and mature man. It is a position for which a young man ought to be willing to spend many years in hard and pains-taking preparation. To be able to obtain a small superintendency at thirty, and a large and important position at forty, is about what a young man desiring to prepare for the work should be content to expect. It is a position for which years of careful preparation should be made, and, given equal native ability, the more careful has been the preparation the larger is likely to be

1. Ellwood P. Cubberley: Public School Administration, pp. 222-23. Houghton Mifflin Co., Boston, 1929. 710 pp.

the ultimate success".

High School Training.

Table IV shows the number and percent of administrators having had high school training.

TABLE IV.

HIGH SCHOOL ATTENDANCE OF 607 KANSAS ADMINISTRATORS
REPORTING ON SECONDARY TRAINING TO THE STATE
SUPERINTENDENT'S OFFICE.

Number of Years in High- School	First Class Cities		Second Class Cities		Third Class Cities		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
	9		42		556		607	
0- .99	0	0	1	2.4	2	.4	3	.5
1-1.99	0	0	1	2.4	2	.4	3	.5
2-2.99	0	0	0	0	6	1.0	6	1.0
3-3.99	0	0	7	16.7	35	6.3	42	6.9
4-4.99	9	100	33	78.5	511	91.9	553	91.1
Median	4		4		4		4	

Read table thus: Of the nine first class city administrators considered in this part of the study all (100%) have had four years of high school training; thirty-three (78.5%) in the second class cities have had four years of high school training; and, 511 (91.9%) in the third class city group have had the same amount of training. Of the 607 administrators reporting on training, 553 (91.1%) have had four years of high school training.

Of the 607 administrators of the first, second, and third class cities reported, only 3, or .5 per cent, have had less

than one year, or no high school training. Again 3, or .5 per cent have had one year of high school work. Six, or one per cent have had two years of high school; 42, or 6.9 per cent have had three years of secondary school work; and 553, or 91.1 per cent, have attended high school four years or more. The median for all three groups, as well as the median for each group, is four years. This indicates that practically all of the administrators have had a four year high school course. Administrators with two or three years of high school may have had sufficient work in a higher institution to make up for this seeming deficiency.

Douglass² says: "The median length of time spent in high school is slightly in excess of four years. Only twenty-six of the 1087 superintendents reporting have had less than four years of high-school training. Occasionally a superintendent reports that he has received only three years of high-school training followed by work in a standard college. It would, therefore, seem that even a larger per cent of superintendents have had the equivalent of four years of high-school work than the report shows.

Total Years of Advanced Training.

Table V shows the total number of years of advanced

2. Bennett C. Douglass, The Status of the Superintendent, p. 20. Department of Superintendence of the National Education Association, Washington, D.C., 1926. 206 pp.

training above the high school level of 610 Kansas administrators.

TABLE V.

TOTAL NUMBER OF YEARS TRAINING (NORMAL SCHOOL, COLLEGE AND UNIVERSITY) OF 610 KANSAS ADMINISTRATORS ABOVE THE HIGH SCHOOL LEVEL.

Number of Years Above the High School Level	First Class Cities		Second Class Cities		Third Class Cities		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
	9		43		558		610	
0- .99	0	0	0	0	0	0	0	0
1- 1.99	0	0	0	0	0	0	0	0
2- 2.99	0	0	0	0	3	.5	3	.5
3- 3.99	0	0	3	7.0	27	4.8	30	4.9
4- 4.99	0	0	19	44.2	399	71.5	418	68.7
5- 5.99	8	88.9	15	34.9	99	17.8	122	20.0
6- 6.99	1	11.1	5	11.6	19	3.4	25	4.1
7- 7.99	0	0	1	2.3	6	1.1	7	1.1
8- 8.99	0	0	0	0	3	.5	3	.5
9- 9.99	0	0	0	0	1	.2	1	.1
10-10.99	0	0	0	0	1	.2	1	.1
Median	5.5		5		4.6		4.6	
Number not Reported	2		33		8		43	

Read table thus: Of the nine first class city administrators considered in this part of the study, eight (88.9%) have had five years of training above the High School level; fifteen (34.9%) of the second class city group have had the same amount of training; while 99 (17.8%) of the administrators in the third class city group have had five years of training above the high school level. Of the total 122 (20.%) have had five years of training above the high school level.

Approximately sixty-eight per cent of the Kansas administrators, a total of 418 persons, have had four years of training above the high school level. The range is from two to ten years. There are three, or one half of one per cent, that have had two years of advanced training. These are found in school systems of the third class cities. There is one administrator that has had nine years and another one that has had ten years of advanced training. It is of interest to note that these two men are also in the third class city group. The medians advance with the size of the school system. The median for the third class cities is 4.6 years, the median for the second class city group is 5 years, and the mid-point for the first class cities is 5.5 years. This indicates that the administrators in the larger school systems have had more advanced work. The median for all three groups considered together is 4.6 years.

In Hornaday's³ study for Kansas in 1925-26, the median number of years of training for first class city administrators was 5.6 years. That of the second class cities was 5.9 years, and that of the third class cities was 4.7 years. The median for all three groups was 4.8 years. These medians are much the same as those for 1929-30, found in Table V.

Hornaday⁴ dealt with only 146 administrators and the writer obtained data from 610 public school administrators

3. Otis Preston Hornaday, The Status of Public School Administrators in Kansas, pp. 24-25. Unpublished Master's Thesis, Department of Education, University of Chicago, 1926, 78 pp.

4. Ibid.

in Kansas.

Hendershot⁵ found in 1928, that the median number of years of total professional training for 219 Michigan administrators was 4.61 years. This figure is much the same as the Kansas situation produces in 1929-30, there being only .01 of a year difference between the two.

Douglass⁶ found the median for 1078 superintendents in the United States to be 8.58 years beyond the eighth grade, or 4.38 years beyond the high school[#]. The median for the Great Plains Section is 8.47 years above the eighth grade or 4.27 years above the high school level. These figures indicate that Kansas is a little higher than the United States, in reference to total years of advanced training, and also a little higher than the section in which it is located.

Eikenberry⁷ found the median total educational preparation above the high school, of 1510 principals who answered his questionnaire (United States) was 4.8 years, and that of 307 principals of the West North Central States, of which Kansas is a part, was 4.6 years. These figures are practically the same as those presented for Kansas administrators at a five

5. Clarence Hendershot, The Status of the Superintendent of Schools in Michigan, pp. 27-29. Edwards Brothers, Ann Arbor, Michigan, 1928. 87 pp.

6. Douglass, op. cit., pp. 20-21.

Douglass, in his study, reports the total amount of training beyond the eighth grade. Since his computed median for high school training is 4.2 years, to determine the amount of training above the high school, 4.2 was subtracted from the median he reported.

7. Dan Harrison Eikenberry, Status of the High School Principal, p. 14. Bureau of Education Bulletin, 1925, No. 24. Government Printing Office, Washington, D.C., 1926. 71 pp.

year later period.

College and University Training.

Table VI indicates the number of years of training in college and university (exclusive of normal school training) of Kansas administrators.

TABLE VI.

NUMBER OF YEARS OF COLLEGE AND UNIVERSITY TRAINING OF KANSAS ADMINISTRATORS (EXCLUSIVE OF NORMAL TRAINING).

Number of Years of College and Univers.	First Class Cities		Second Class Cities		Third Class Cities		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
	9		40		537		586	
0- .99	0	0	2	5.0	11	2.0	13	2.2
1- 1.99	2	22.2	3	7.5	21	4.0	26	4.4
2- 2.99	3	33.3	4	10.0	22	4.1	29	4.9
3- 3.99	0	0	4	10.0	40	7.4	44	7.5
4- 4.99	1	11.2	12	30.0	360	67.0	373	63.7
5- 5.99	3	33.3	13	32.5	66	12.3	82	14.0
6- 6.99	0	0	1	2.5	12	2.2	13	2.2
7- 7.99	0	0	1	2.5	3	.6	4	.7
8- 8.99	0	0	0	0	0	0	0	0
9- 9.99	0	0	0	0	1	.2	1	.2
10-10.99	0	0	0	0	1	.2	1	.2
Median	2.8		4.7		4.2		4.5	

Read table thus: Of the nine first class city administrators reported in this part of the study, two (22.2%) have had one year of College or University training, three (7.5%) in the second class cities have had one year of college or university training, and 21 (4%) of the administrators in the third class cities have had one year of college or university training. Of all the administrators 26 (4.4%) have had one year of college or university training.

Of the 586 Kansas administrators who have had college or university training, 373, or 63.7 per cent, have had four years of such training. Thirteen, or 2.2 per cent, have had no training in a college or university. One has had nine years and another has had ten years of college or university training, both these persons are in the third class city group. The median for the first class cities is at 2.8 years; for the second class cities 4.7 years; and for the third class cities 4.2 years. The median for all three groups combined is 4.5 years. These figures indicate that the second class cities lead in college and university training. The first class city administrative positions are held by older men with long tenure. At the time when they were employed in their positions less scholastic training was demanded. This is likely the explanation for these administrators ranking lowest in training of the three groups.

Hendershot⁸ reports in his study that the median for the college and university attendance of 174 school administrators is 4.11 years; this is almost the same as that of Kansas administrators, which is 4.5 years.

Douglass⁹ states that the median for 933 superintendents in the United States as a whole, is 4.3 years of college training; while for 122 superintendents of the Great Plains Section it is 4.2 years. These agree with the Kansas figure for 1929-30 which is 4.5 years.

8. Hendershot, op. cit., pp. 33-35.

9. Douglass, op. cit., p. 24.

Douglass¹⁰ says: "College graduation is fundamental in the preparation of the superintendent of schools. This has come about because it is the common practice of superintendents to enter the profession with this training as the foundation for their work. The reason is evident, as the superintendent has usually entered the profession from the high-school principalship, where it has been customary to require college graduation as a prerequisite for holding the position. The profession of the superintendent has, therefore, been strengthened on the side of preparation because he has entered the superintendency after having had experience as a high school principal".

Eikenberry¹¹ found the median for 1385 high-school principals in the United States in regard to college and university education, to be 4.4 years; and that of the West North Central States, of which Kansas is a part, to be 4.4 years. These, again, are practically the same as the median found for Kansas administrators by this study, which is 4.5 years.

Normal School Training.

One hundred and thirty-eight administrators of Kansas have been found to have had normal school or teachers college training. Of this number 61 or 44.2 per cent of those having

10. Douglass, op. cit., p. 24.

11. Eikenberry, op. cit., p. 10.

this type of training have had four years. One, or .7 per cent, has reported five years of normal training; and 11, or 8 per cent, have reported less than one year of normal training. Table VII presents these data.

TABLE VII.

NUMBER OF YEARS OF NORMAL SCHOOL OR TEACHERS
COLLEGE TRAINING OF KANSAS ADMINISTRATORS.

Number of Years of Normal Training	First Class Cities		Second Class Cities		Third Class Cities		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
	5		16		117		138	
0- .99	0	0	0	0.	11	9.4	11	8.0
1-1.99	0	0	5	31.2	18	15.4	23	16.7
2-2.99	1	20	1	6.3	25	21.3	27	19.6
3-3.99	1	20	0	0.	14	12.0	15	10.8
4-4.99	3	60	10	62.5	48	41.0	61	44.2
5-5.99	0	0	0	0.	1	.9	1	.7
Median	4.2		4.2		3.4		3.5	

Read table thus: Of the five first class city administrators who have had some training in a Normal School or Teachers College, considered in this part of the study, one (20%) has had two years of normal training, one (6.3%) in the second class cities has had similar training, and 25 (21.3%) of the third class city school heads have had two years of the specialized training. Of the 138 administrators considered 27 (19.6%) have had two years of Normal training.

The median number of years of normal school training for first class cities is 4.2 years, for second class cities 4.2 years, and for third class city group 3.4 years. The median

for the first, second and third class cities combined is 3.5 years.

Hendershot's¹² median was 3.1 years for 141 Michigan superintendents in regard to Normal School Training. From these data it appears that Kansas administrators have had slightly more of this sort of specialized training than have their fellow workers in Michigan.

Douglass¹³ found that the median amount of time for 406 superintendents, who had attended normal schools in the United States was 2.8 years; and that for 69 superintendents in the Great Plains Section; the median was 3.5 years. The figures indicate that Kansas is above the median of the United States, and agrees with the median of the Great Plains Section of which it is a part.

Douglass¹⁴ says: "Normal school training is valuable in preparing the superintendent for the first step in his advance to a position of leadership in a school system. The fact that a superintendent usually begins his educational career as a teacher leads to the belief that normal school instruction will be of real service in preparing for such duties. Superintendents who have had normal-school training understand better the training and needs of the classroom teacher. This kind of instruction, therefore, should increase the superintendents' skill in the supervision of instruction".

12. Hendershot, op. cit., p. 36.

13. Douglass, op. cit., p. 23.

14. Douglass, op. cit., p. 22.

For 420 principals in the United States, Eikenberry¹⁵ found the median in Normal-school training to be 2.7 years, and for the North West Central States to be 2.8 years. These figures are considerably lower than those produced in the investigation based upon the official reports made in the fall of 1929 by the administrators themselves.

TABLE VIII.

DISTRIBUTION OF "ACADEMIC DEGREES" AND "NO DEGREES" AMONG KANSAS ADMINISTRATORS.

Distribution of Academic Degrees	First Class Cities		Second Class Cities		Third Class Cities		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
	15#		60#		633#		708#	
None	0	0	2	3.3	13	2.0	15	2.1##
B. S.	5	33.3	18	30.0	280	44.2	303	42.8
A. B.	4	26.7	22	36.7	250	39.5	276	39.0
M. A.	4	26.7	11	18.3	46	7.2	61	8.6
M. S.	2	13.3	5	8.4	24	3.8	31	4.4
Ph.D.	0	0	0	0	0	0	0	0
Others	0	0	2	3.3	20	3.2	22	3.1

#These totals exceed the total number of administrators as several persons hold more than one academic degree.

##It should be noted that this 2.1% does not represent 15 persons who hold no degree, but 2.1% of the total degrees of all kinds held, plus the 15 persons who make up the "no degree" classification.

Read table thus: Five (33.3%) of the administrators in the first class cities hold B.S.degree, eighteen (30.%) in the second class cities hold the B.S.degree, and 280 (44.4%) in the third class cities hold the same degree. There are 303 (42.8%) of the administrators in Kansas that possess the B.S. degree.

Academic Degrees Held.

Table VIII shows the distribution of academic degrees among Kansas public school administrators. The total number in the table (708) exceeds the total number of administrators (653) as several persons hold more than one academic degree.

Fifteen, or 2.1 per cent, of the administrators in Kansas hold no degree. Three hundred and three, or 42.8 hold a B.S. degree; 274, or 39. per cent, hold an A.B. degree; 61, or 8.6 per cent, have an M.A. degree; and 31, or 4.4 per cent, possess an M.S. degree. There are 22, or 3.1 per cent, miscellaneous degrees not listed. No one is a possessor of a Doctor's degree.

Hornaday¹⁶ found that of 146 administrators, there were 6, or 4.1 per cent without a degree, and that 115, or 78.8 per cent held a Bachelor's degree. This study shows that out of 553 administrators 15, or 2.3 per cent have no degree, and that 578 or 81.8 per cent possess a Bachelor's degree.

Douglass¹⁷ reports in his study that of 92.91 per cent of administrators in the Great Plains Section, who answered his questionnaire, 66.43 per cent possessed an A.B. degree, 23.85 per cent a B.S. degree, 32.89 per cent an M.A. degree. There were no M.S. degrees reported in this study. Kansas has more B.S. and M.S. degrees which make up for the deficiencies

16. Hornaday, op. cit., pp. 27-28.

17. Douglass, op. cit., pp. 35-36.

in the A.B. and M.A. degrees.

The four major degree combinations are indicated by Table IX.

TABLE IX.

NUMBER AND PERCENTAGE OF KANSAS ADMINISTRATORS
WITH MAJOR COMBINATIONS OF DEGREES.

Major Combina- tions of Degrees	First Class Cities		Second Class Cities		Third Class Cities		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
	6		15		58		79	
A.B.-M.A.	2	33.3	8	53.3	24	41.4	34	43.0
B.S.-M.A.	2	33.3	2	13.3	16	27.6	20	25.4
B.S.-M.S.	2	33.4	5	33.4	14	24.1	21	26.6
A.B.-M.S.	0	0	0	0	4	6.9	4	5.0

Read table thus: Of the six administrators in the first class cities with the four major combinations of degrees, two (33.3%) have the A.B.-M.A. combination; eight (53.3%) of the second class cities have the same combination; and, 24 (41.4%) of the third class city administrators possess this combination. There are 34 (43.%) of the 79 administrators holding both the Bachelor's and the Master's degree with the A.B.-M.A. combination.

Of the 79 administrators with Bachelor's and Master's Degree 34, (43. per cent) have the A.B.-M.A. combination; 20, (25.4 per cent) have the B.S.-M.A. combination; 21, (26.6 per cent) have the B.S.-M.S. combination; and 4, (5. per cent) have the A.B.-M.S. combination.

Eikenberry¹⁸ found that of 1109 principals in the United

18. Eikenberry, op. cit., p. 15.

States, 200, or 18. per cent have the Bachelors' and Masters' degrees. The writer's study of all administrators in Kansas shows that 78, (11.2 per cent) hold the Bachelor's and Master's degrees.

TABLE X.

WHERE KANSAS ADMINISTRATORS HAVE ATTENDED
COLLEGE AND UNIVERSITY. #

Colleges Attended	First Class Cities		Second Class Cities		Third Class Cities		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
	23##		83##		785##		891##	
1. All Private Col. & Univ.	3	13.0	11	13.3	217	27.6	231	26.0
2. Out of State Col. & Univ.	8	34.8	28	33.7	169	21.5	205	23.0
3. K. S. T. C., Emporia	4	17.4	14	16.9	117	15.0	135	15.2
4. Kan. Univ.	6	26.0	21	25.3	107	13.6	134	15.0
5. K. S. A. C.,	1	4.4	3	3.6	65	8.3	69	7.7
6. Hays.	0	0	1	1.2	60	7.6	61	6.8
7. Pittsburg.	1	4.4	5	6.0	50	6.4	56	6.3

Each institution was recorded each time it was named in a report. Many administrators reported attendance at three institutions. This table presents information only on institutions attended, not upon institutions conferring degrees.

These totals exceed the total number of administrators as several persons have attended more than one higher institution of learning.

Read table thus: Three (13%) of the administrators in the first class cities have attended Kansas private colleges; eleven (13.3%) in the second class cities have attended Kansas private colleges; and 217 (27.6%) of the administrators in the third class cities have attended the private colleges of Kansas. Of all the Kansas administrators 231 (26%) have attended private colleges within the state.

Types of Institutions attended by Kansas
Administrators.

Table X indicates the number and percentage of Kansas administrators attending the various institutions of learning in the State of Kansas and outside the State.

Of the 653 administrators reporting 231 (26. per cent) have attended Kansas private colleges. Two hundred five (23 per cent) have attended institutions of learning from outside the State. The Kansas State Teachers College at Emporia has claimed 135 (15.2 per cent) administrators. The number that have attended Kansas University is 134, or 15. per cent of the total attendance. The Kansas State Agricultural College has claimed enrolment from 69 or 7.7 per cent. Sixty one, or 6.8 per cent, have attended the Kansas State Teachers College at Hays. There are fifty-six (6.3 per cent) that have attended the Kansas State Teachers College at Pittsburg.

The largest number of Kansas administrators have attended the State Teachers Colleges. The total number of administrators who have attended one of the three Teachers Colleges is 252 or 28.3 per cent. Again, Emporia has claimed 135, or 15.2 per cent; Hays 61, or 6.8 per cent; and Pittsburg 56, or 6.3 per cent.

These data show that the majority of our administrators have attended college within the State (77. per cent) and that more of those come from State Teachers Colleges (28.3 per cent) than from any other type of institution.

Major and Minor Subject Combinations.

Many major and minor subject combinations have been found in these data of first, second, and third class city administrators, but only ten are shown in order of their frequency.

TABLE XI.

TEN HIGHEST MAJOR AND MINOR SUBJECT COMBINATIONS OF KANSAS ADMINISTRATORS.

Major and Minor Subject Combinations	First Class Cities	Second Class Cities	Third Class Cities	Total
	2	17	186	205
Education-History	0	3	30	33
History-Education	0	2	30	32
Education-Science	1	4	22	27
Education-Soc. Sci.	1	0	17	18
History-English	0	0	17	17
Science-Mathematics	0	1	16	17
Science-Education	0	3	13	16
Education-English	0	1	14	15
Mathematics-Science	0	1	14	15
History-Mathematics	0	2	13	15

Read table thus: One administrator in the first class cities has taken Education-Science for his major and minor subject combination, four in the second class cities have taken the same combination, and 22 in the third class cities have taken the same subject combination. This makes a total of 27 administrators in Kansas having taken Education-Science as their major and minor subject combination.

The number of administrators mentioned is 205. The ten subject combinations in order of their frequency are: Education-History, with 33 administrators having taken this combination; History-Education, 32; Education-Science, 27; Education-Social

Science, 18; History-English, 17; Science-Mathematics, 17; Science-Education, 16; Education-English, 15; Mathematics-Science, 15; and History-Mathematics, 15; Table XI indicates the number of administrators in each city group having taken these subject combinations. Of the 205 administrators listed no less than 141 (69%) have majored or minored in Education. Our administrators tend to come from Education majors and minors.

Summary of Findings.

The data presented in this chapter reveal the following facts regarding the educational training of Kansas public school administrators:

1. The majority of administrators 553 or 91.1 per cent have had four years of high school training. This is .2 of a year less than Douglass' report for the Great Plains Section.
2. The median for the academic training beyond the high school is 4.4 years.
3. The median for College and University training is 4.5. This is .3 of a year more than Douglass reports of the Great Plains Section.
4. The normal training median for these administrators is 3.5. This is .1 of a year less than that reported by Douglass for the Great Plains Section.
5. Fifteen, or 2.1 per cent of the administrators do not hold any degree. Hornaday found that five years ago.

- 4.1 per cent of the administrators did not hold degrees.
6. There are 81.8 per cent or 579 administrators that hold a Bachelor's degree. Five years ago 78 per cent held Bachelors' degrees.
7. The major degree combinations found in the order of their frequency, are A.B.-M.A.; B.S.-M.A.; B.S.-M.S.; and A.B.-M.S.
8. State Teachers Colleges are turning out the greatest number of administrators. Of the three Teachers Colleges, Emporia claims the most.
9. The major and minor subjects mentioned in order of frequency are: Education-History; History-Education; Education-Science; Education-Social Science; History-English; Science-Mathematics; Science-Education; Education-English; Mathematics-Science; History-Mathematics.

Tenure and Educational Experience of Kansas Public School Administrators.

As the tenure in the present position and educational experience in secondary school work in general were the only information factors, pertaining to tenure and experience, obtainable from the "High School Principal's Report", these will be the only topics discussed in this chapter.

Tenure in the Present Position.

How long have the administrators in Kansas served in their present positions? Table XII reveals the facts concerning 651 administrators. These data are for the year 1929-30.

TABLE XII.

TOTAL TENURE OF SUPERINTENDENTS IN FIRST, SECOND,
AND THIRD CLASS CITIES IN PRESENT POSITION.

Tenure in Present Position	First Class Cities	Second Class Cities	Third Class Cities	Total
Number reported	11	76	564	651
Highest	28	33	21	33
Lowest	1	1	1	1
Range	27	32	20	32
First Quartile	6	3	1.81	1.87
Median	10	5	3.1	3.33
Third Quartile	17	8	4.83	5.39
Quartile Dev.	5.5	2.5	1.51	1.88

Read table thus: The highest tenure found among the eleven first class city administrators is 28 years. For those in the second class cities the highest tenure in the present position is 33 years, and the highest tenure in the third class cities is found to be 21 years. For the three city groups combined the highest tenure in the present position is found to be 33 years.

It is interesting to note that the number of years the administrators have been employed in their present positions is distributed over a comparatively wide range. The longest period of service in one position is found to be 33 years, this is in the second class city group. The shortest period of service in one position is 1 year, this is found in all three city groups. It is evident from the medians of the three groups that the length of the period of service, or tenure in the same position tends to increase with an increase in the size of the school system. The median for the third class cities is 3.1 years, for the second class cities 5 years; and for that of the first class city group, 10 years. The median for all three groups combined is 3.33 years. The tenure of the middle fifty per cent also increases in direct proportion with the size of the school; that for the third class city group being between 1.81 and 4.83 years; for the second class city group from 3 to 8 years, and for the first class cities from 6 to 17 years. The middle fifty per cent for all three groups considered together is from 1.87 to 5.39 years.

Hornaday's¹ study from 1925-26 reports that the median for 644 superintendents in Kansas in regard to tenure was 2.9 years. This shows an increase of .43 of a year or seven per cent during the five year interval. The middle fifty per cent

1. Otis Preston Hornaday, The Status of Public School Administrators in Kansas, pp. 37-38. Unpublished Master's thesis, Department of Education, University of Chicago, 1926
78 pp.

in 1925-26 for these administrators were from 1.9 to 4.5 years. The figures are much the same as the 1929-30 findings.

Hendershot² shows in his study of the tenure in the present position of 226 superintendents in Michigan in 1927-28, that the median tenure was 3.43 years, and that the middle fifty per cent ranged from 2.10 to 5.43 years. The middle fifty per cent is a little higher than that of Kansas; but the medians are about the same, that of Michigan being .1 of a year higher than that of Kansas.

Douglass³ found in his study of 1476 superintendents throughout the United States that the median length of tenure in the present position was 4 years, and that for 206 superintendents in the Great Plains Section the median tenure in the present position was 3 years. These figures indicate that the length of service of the administrators in Kansas is .67 of a year less, or, expressed in percentage, 85% of the average throughout the United States; and is .33 of a year, or 15% above the average of the Great Plains Section of which it is a part.

Douglass⁴ says: "It would be of interest to know the causes which lead superintendents to change from one city to

2. Clarence Hendershot, The Status of the Superintendent of Schools in Michigan, pp. 18-20. Edwards Brothers, Ann Arbor, Michigan, 1928. 87 pp.

3. Bennett C. Douglass, The Status of the Superintendent, pp. 110-115. Department of Superintendence of the National Education Association, Washington, D. C., 1923. 206 pp.

4. Ibid.

another so frequently. It would probably be found that the superintendent usually moves from a smaller city to a larger one at an increase in salary rather than because of failure to secure re-election. The superintendent may gain promotion each time that he moves or he may make a real gain in salary, but the school system which he leaves is most sure to suffer. Frequent changes of leadership are sure to retard development unless with each change better leadership is secured. This may occasionally be the outcome, but as a rule the loss of a superintendent who has been working in a city for two or three years means that the work of the school is retarded until a leader has had time to gain such experience as will make him familiar with the needs of the schools and the community. The attractiveness of the profession of the school superintendent would be materially enhanced if the length of term which the superintendent spends in the community could be lengthened. It is recognized that it is impossible to fix in advance the exact number of years which would be best for every community to make the fixed term of the superintendent. Financial rewards are not so high in any particular city that the superintendent will feel that he should be satisfied with the returns offered. It should be possible for the superintendent in any size group of cities to look forward to the possibility of becoming a superintendent in a large city. This will add vitality to his work and will hold out a constant goal for achievement. It is unquestionably true, however, that a

longer term of office in any city where the superintendent is a real educational leader would increase the effectiveness of the schools. The two factors to be kept in mind are the professional growth of the superintendent and the educational betterment of the community".

Eikenberry⁵ found in his study of 1,115 high school principals in the United States, that the median length of tenure in the present position was three years. This is .33 of a year lower than the median length of tenure in the present position for Kansas administrators. Hornaday⁶ found in his study of five years ago that the length of tenure of the principals was not as long as that of the superintendents. The median for 232 principals was 2.7 years; and for 644 superintendents was 2.9 years.

Experience in Secondary School Work.

The experience of the Kansas public school administrators in secondary school work was the only information on experience, obtainable from the "High School Principal's Report". As other studies do not list experience according to this classification, only data collected for this study will be presented and no comparisons will be drawn from other studies. Table XIII shows

5. Dan Harrison Eikenberry, Status of the High School Principal, p. 32. Bureau of Education Bulletin 1925, No. 24. Government Printing Office, Washington, D. C., 1926. 71 pp.

6. Hornaday. op. cit., pp. 38-39

the experience of 585 Kansas public school administrators in secondary school work.

TABLE XIII.

EXPERIENCE OF PUBLIC SCHOOL ADMINISTRATORS
OF KANSAS IN SECONDARY SCHOOL WORK.

Experience In Secondary School Work	First Class Cities	Second Class Cities	Third Class Cities	Total
Number Reported	9	42	534	585
Highest	34	35	36	36
Lowest	10	4	1	1
Range	24	31	35	35
First Quartile	13	10	4.77	4.98
Median	19	15	7.74	8.24
Third Quartile	29	18	11.96	12.67
Quartile Dev.	8	4	3.6	3.85

Read table thus: The highest number of years experience in secondary work found among the nine first class city administrators considered in this study is 34, for the second class city administrators it is 35 years, and for the third class city administrators it is 36 years. Of all class cities combined it is found that highest experience in secondary school work is 36 years.

Table XIII indicates that the number of years experience for these administrators is distributed over a comparatively wide range. The longest period of service in secondary school work is found to be 36 years and the shortest is one year, with a range of 35 years. These two extremes are both found to be in the third class city group.

It is interesting to note that the tenure of years of experience of administrators has the greatest range in the third class cities, the highest being 36 and the lowest 1 year;

that the tenure range decreases in the second class cities, and is from 35 to 4 years; that the tenure of years of experience in the first class cities is from 34 to 10 years. It is evident that the third class cities have the widest range, the range decreasing from the third to the first class cities. Thus the highest number for the third class cities is 36 years and the lowest number is 1 year, with a range of 35 years; for the second class cities the highest is 35 years and the lowest is 4 years, with a range of 31 years; and for the first class city group the highest is 34 years and the lowest is 10 years, with a range of 24 years. The medians increase with the size of the school system; that for the third class cities being 7.74 years; the second class cities 15 years, and for the first class city group 19 years. The median for the three groups combined is 8.24 years. The middle fifty per cent also increases with the size of the school. For the third class cities it is from 4.77 to 11.96 years, with a quartile deviation of 3.6 years; for the second class cities it is from 10 to 18 years with a quartile deviation of 4 years, and for the first class city group it is from 13 to 29 years with a quartile deviation of 8 years. The middle fifty per cent for the three groups combined is from 4.98 to 12.67 years of experience with a deviation of 3.85 years. The data show that administrators with the greatest amount of educational experience in secondary school work are found in the larger school systems.

Summary of Findings.

The data presented in this chapter on tenure and educational experience in secondary school work of the administrators in Kansas reveal the following facts:

1. Tenure tends to be more permanent with the size of the school system. In terms of years the median for the third, second and first class cities are 3.1; 5, and 10 respectively.
2. For the three class city groups combined, the median tenure for 651 administrators is 3.3 years.
3. Administrators in the larger school systems have retained their present positions the longest.
4. Educational experience in general in secondary school work also tends to increase with the size of the school system. The medians for the third, second, and first class cities are 7.74; 15, and 19 years respectively.
5. The median for the three classes of cities combined, as to educational experience in secondary school work, is 8.24 years.
6. The tenure of years of experience of administrators is greatest in range in the third class cities and lowest in the first class cities; the range is from 36 to 1 years in the third class cities, from 35 to 4 years in the second class cities, and from 34 to 10 in the first class cities.

7. Administrators with the greatest amount of experience in secondary school work are found in the larger school systems.

Chapter V.

Administrative Factors Pertaining to the Kansas Public School Administrators.

The amount of time devoted by each administrator to administration, supervision, or classroom instruction is not known. A few factors, however, may be mentioned which pertain directly to the duties of administration. These factors may be used to determine, to some extent, the breadth of administrative, supervisory, and instructional duties of the administrators. The factors considered in this chapter are: the district valuation; total school enrolment, the number of teachers in the school system, the number of classes taught by the administrators, the extent to which administrators are heading school systems in cities in which they attended high school, the certificates held by the administrators, the type of school organization, and the type of district organization in which the administrators work.

District Valuation.

It is apparent from Table XIV that the distribution of the district valuation extends over a comparatively wide range.

The highest valuation is \$141,792,856 found in a first class city, and the lowest valuation is \$225,000, which is found in the third class city group. These two figures are also the two extremes for the three combined city groups making a valuation range of \$141,567,856. In the first class

cities the highest is \$141,792,856 and the lowest is \$10,000,000. This gives a range of \$131,792,856. The highest valuation in the second class city group is \$27,751,896 and the lowest is \$557,743. The range is \$27,194,153. For the third class city group, the highest valuation is \$30,000,000 and the lowest is \$225,000. The range for this group is \$29,775,000.

TABLE XIV

DISTRICT VALUATION OF FIRST, SECOND
AND THIRD CLASS CITIES.

District Valuation	First Class Cities	Second Class Cities	Third Class Cities	Total
Number reported	11	76	562	649
Highest	\$141,792,856.	\$27,751,896.	\$30,000,000.	\$141,792,856.
Lowest	10,000,000.	557,743.	225,000.	225,000.
Range	131,792,856.	27,194,153.	29,775,000.	141,567,856.
First Q.	15,672,838.	2,800,000.	1,108,700.	1,174,000.
Median	20,370,540.	4,170,005.	1,766,000.	1,943,000.
Third Q.	89,536,812.	8,000,000.	2,640,000.	3,034,000.
Q. Dev.	36,931,987	2,600,000.	965,650.	930,000.

Read table thus: The highest district valuation found among the eleven first class cities is \$141,792,896, the highest in the second class cities is found to be \$27,751,896, and the highest valuation in the third class city group is \$30,000,000. The highest district valuation found for the three groups combined is, of course, the same as the first class city group, \$141,792,856.

The district valuation rises with the size of the school system, as seen by the medians of the three groups. The median for the third class cities is \$1,766,000; for the second class cities \$4,170,005; and for the first class cities it is

\$20,370,540. The median for the three city groups combined is \$1,943,000.

It is evident that cities that pay the highest salaries for services rendered by their administrators are the cities that have the highest district valuation. The duties of these administrators are almost wholly administrative. That is to say in other words, little direct classroom supervision and no classroom instruction is a part of their work.

TABLE XV.

TOTAL SCHOOL ENROLMENT OF FIRST, SECOND, AND THIRD CLASS CITIES.

Total School Enrolment	First Class Cities	Second Class Cities	Third Class Cities	Total
Number reported	11	76	565	652
Highest	19,896	2,676	700	19,896
Lowest	1,891	,247	18	18
Range	18,005	1,429	682	19,868
First Quartile	2,197	565	104	111
Median	3,180	826	153.75	173.25
Third Quartile	8,108	1,258	225.75	296.5
Quartile Dev.	2,956	,347	60.88	92.75

The highest school enrolment found in the eleven first class cities is 19,896, the highest enrolment in the second class cities is 2,676, and the highest school enrolment found in the third class cities is 700.

Total School Enrolment,

The total school enrolment of the first, second, and third class cities is shown in Table XV.

In the first class cities the largest school enrolment is 19,896 and the lowest is 1,891, with a range of 18,005. The largest school enrolment in the second class cities is 2,676, and the lowest is 246. The range is 1,429. In the third class cities the greatest school enrolment is 700 and the lowest is 18. This gives a range of 682. Of the three city groups combined, the largest enrolment is 19,896 and the lowest is 18. The range is 19,868. The median for the third class cities is 153.75, for the second class cities 826, and for the first class cities it is 3,180. The median enrolment for the three city groups combined is 173.25.

These figures indicate that the administrators in the first class cities have the greatest number of pupils under their control and suggest that their duties would tend to be purely administrative in nature. The administrators in second class cities do not have such a great number enrolled in their school systems and, while they are invested with full administrative powers, they frequently devote part time to classroom supervision and classroom instruction. The administrators in the third class cities, with their small school enrolment frequently devote most of their time to instructional duties.

Number of Teachers in the School System.

Table XVI shows how the teaching force in the first, second, and third class cities is distributed, and also reveals the amount of administrative responsibility as determined by

the number of teachers under the administrator's supervision.

TABLE XVI.

HOW THE TEACHING FORCE IN FIRST, SECOND, AND
THIRD CLASS CITIES IS DISTRIBUTED.

Total Number of Teachers in the System	First Class Cities	Second Class Cities	Third Class Cities	Total
Number reported	11	76	566	653
Highest	616	90	29	616
Lowest	73	12	2	2
Range	543	78	27	614
First Quartile	83	25	7.4	7.76
Median	123	33	9.8	10.45
Third Quartile	289	45	12.6	16.06
Quartile Dev.	103	10	2.6	4.15

Read table thus: The largest number of teachers found in any one school system of the eleven first class cities is 616, for those in the second class cities the highest number is 90, while the largest number in the third class cities is 29.

The administrators in the first class cities have from 73 to 616 teachers under their control; those of the second class cities have from 12 to 90 teachers; and the third class city schools have from 2 to 29 teachers. The ranges for the first, second, and third class cities are 543, 78, and 27 respectively. The largest number of teachers in any one school system of the three groups combined, is 616 and the lowest is 2; this gives a range of 614. As indicated by the medians the number of teachers in a school system increases

with the size of the city. The median for the third class cities is 9.8, for the second class cities 33, and for the first class cities 123 teachers. The median for the three groups combined is 10.45.

Hornaday¹ shows in his study (1925-26) that the median number of teachers for the third class cities was 7.9; for the second class cities 33; and for the first class cities 117. His median for the three groups combined was 11.5. These figures are much the same as those in the writer's study for 1929-30.

Classes Taught by Administrators.

Table XVII shows the distribution of the number of classes taught by the Kansas administrators in the different groups. The Table shows that no administrator in the first class cities, does any teaching, and that school heads in the second class cities do very little, if any teaching. Over sixty per cent of the administrators in the second class cities do no teaching and twenty-one per cent teach only one class. There are three classes, and one administrator who teaches five classes. Fifty-seven per cent of the administrators in the third class city group teach either three or four classes. One administrator in this group teaches eight classes. The median

¹ Otis Preston Hornaday, The Status of Public School Administrators in Kansas, pp. 45-48. Unpublished Master's

thesis, Department of Education, University of Chicago, 1926. 78 pp.

number of classes taught by this group of administrators is 3.9. This figure bears out the conclusion that when administrators teach, they are usually in the third class city group. The median number of classes taught by the three city groups of administrators combined is 3.7.

TABLE XVII.

NUMBER OF CLASSES TAUGHT BY KANSAS PUBLIC SCHOOL ADMINISTRATORS.

Number of Classes Taught by Administrators	First Class Cities		Second Class Cities		Third Class Cities		Total	
	No.	Per cent	No	Per cent	No.	Per cent	No.	Per cent
	11		76		566		653	
0	11	100	48	63.2	9	1.6	68	10.4
1	0	0	16	21.0	30	5.3	46	7.0
2	0	0	8	10.5	90	16.0	98	15.0
3	00	0	3	4.0	162	28.6	165	25.3
4	0	0	0	0	164	28.9	164	25.1
5	0	0	1	1.3	73	12.9	74	11.4
6	0	0	0	0	25	4.4	25	3.8
7	0	0	0	0	12	2.1	12	1.8
8	0	0	0	0	1	.2	1	.2
Median	0		0		3.9		3.7	

Read table thus: Of the eleven administrators in the first class cities, no one teaches any classes, in the second class cities 48 (63.2%) teach no classes, and in the third class city group 9 (1.6%) do not teach at all. In the three groups combined 68 (10.4%) do not teach any classroom work.

The facts presented indicate that, in so far as the extent of instructional service required of the school heads may be

used as a criterion, the administrative duties of the administrator increase with the size of the city. The smaller schools seem to be paying administrative salaries for instructional service. It is evident that in the small communities of Kansas, the administrators are spending more time in classroom instruction than in school administration and supervision.

Hornaday² shows in his study of 1925-26 that the median for the number of classes taught by administrators in the third class cities was 3.6, and that the median for the three groups combined was 2.7. These figures are somewhat lower than the figures shown in Table XII. This is likely accounted for by the fact that Hornaday's group was a selected rather than an all-inclusive group.

Administrators Heading School Systems Which They Attended.

Table XVIII indicates the number of Kansas public school administrators in the first, second, and third class cities who have returned to direct the school systems from which they were graduated.

There is no record of any administrator in the first class city group having returned to direct the school in which he received his high school training. In the second class cities two (2.6 per cent) administrators now hold positions in the school systems from which they were graduated. In the third

2. Ibid. pp. 41945

class cities there are 19 (3.4 per cent) administrators serving as heads of the schools which they once attended.

TABLE XVIII.

EXTENT TO WHICH KANSAS ADMINISTRATORS ARE
HEADING SCHOOL SYSTEMS IN CITIES IN WHICH
THEY ATTENDED HIGH SCHOOL.

Supervising Home School Systems	First Class Cities		Second Class Cities		Third Class Cities		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
	11		76		566		653	
Number Reporting	0	0	2	2.6	19	3.4	21	3.2

Readtable thus: No one among the eleven administrators in the first class cities has returned to govern his home school. There are 2 (2.6%) in the second class cities, and 19 (3.4%) in the third class cities who are heads of the school systems in which they attended high school. Of the three groups, there are 21 (3.2%) who are administrators in the schools from which they were graduated.

The figures indicate that few administrators govern the school system in which they were once students. Those administrators returning, with the exception of two in the second class cities, are found in the school systems of the third class cities. It is evident that comparatively few administrators return to their home towns to take charge of the school system.

Certification of Kansas Administrators.

Table XIX shows the distribution of the certificates held by 614 Kansas public school administrators.

TABLE XIX

DISTRIBUTION OF CERTIFICATES HELD BY KANSAS PUBLIC SCHOOL ADMINISTRATORS.

Certificates Held by Kansas Administrators	First Class Cities		Second Class Cities		Third Class Cities		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
	9		43		562		614	
Life	9	100	26	60.5	362	64.4		
Life Dip.	0	0	13	30.2	118	21.	397	64.7
3-yr. Life	0	0	3	7.0	67	12.	131	21.3
Life Cert.	0	0	0	0	9	1.6	70	11.4
H.S. Laws	0	0	1	2.3	3	.5	9	1.5
(1915)							4	.6
Temporary	0	0	0	0.	3	.5	3	.5

Read table thus: All nine of the administrators in the first class cities considered in this part of the study hold "Life Certificates". Twenty-six (60.5%) of the administrators in the second class cities hold "Life Certificates", and 326 (64.4%) in the third class cities hold "Life Certificates". In the three groups combined "Life Certificates" are held by 397 (64.7%) administrators.

Of the 614 Kansas administrators considered, 397 (64.7 per cent) hold "Life Certificates" issued by the State Board of Education. These "Life Certificates" are issued to college graduates at the expiration of their "Three-Year State Certifi-

cate" upon evidence that they have taught successfully for two years and have shown professional growth.³ There are 131 (21.3 per cent) administrators who possess the "Life Diploma". These diplomas are issued by the Kansas State Teachers Colleges and are granted upon the completion of the four-year college course. Again, there are 70 (11.4 per cent) who have obtained the "Three Year Certificate Renewable for Life". These are issued by the State Board of Education upon completion of a college course and are renewable for life upon 2 years of teaching during the life of the certificate and upon compliance with other regulations of the State board. Nine (1.5 per cent) are possessors of a "Life Certificate" issued by the Kansas State Teachers Colleges and granted on completion of a two-year college course, these are valid in the elementary, junior high and two-year high schools, and in senior high schools if such certificates were granted prior to September 1, 1916. Four (.6 per cent) hold the "High School Certificate" issued by the State Board of Education, and granted because the holder was teaching in an accredited high school, March 26, 1915. Three (.5 per cent) of the administrators are possessors of a "Temporary Certificate" issued by the State Board of Education and good for one year only.

These figures indicate that 86 per cent of the administrators are holders of either a "Life Certificate" or a "Life Diploma" which are good for life, and that eleven per cent

3. Katherine M. Cook, State Laws and Regulations Governing Teachers Certificates, pp. 65-66. Bureau of Education Bulletin, 1927, No. 19. Government Printing Office, Washington, D.C., 1928. 296 pp.

have a "Three Year Certificate Renewable for Life" upon completion of two years of successful teaching experience.

Types of School Organizations in Kansas.

The types of school organizations in Kansas first, second, and third class cities are shown in Table XX.

TABLE XX.

TYPES OF SCHOOL ORGANIZATIONS IN KANSAS FIRST, SECOND, AND THIRD CLASS CITIES.

Types of School Organizations in Kansas Cities	First Class Cities		Second Class Cities		Third Class Cities		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
	11		76		566		653	
8-4	0	0	22	29.0	535	94.5	557	85.3
6-3-3	11	100	25	32.9	27	4.8	63	9.6
6-2-4	0	0	28	36.8	3	.5	31	4.7
7-2-3	0	0	0	0	1	.2	1	.2
8-2	0	0	1	1.3	0	0	1	.2

Read table thus: There are eleven first class cities represented. No system among the first class cities has the 8-4 plan of school organization. Twenty-two (29.%) of the second class cities use the 8-4 plan. Five hundred and thirty-five (94.5%) of the third class cities have this type of school organization. Of the three groups combined there are 557 (85.3%) schools who have adopted this plan.

Of the 653 schools reporting there are 557 (85.3 per cent) that have the original 8-4 plan; most of these are found in the third class city school systems. There are 63 (9.6 per cent)

school systems that have the 6-3-3 plan, and 31 (4.7 per cent) that have the 6-2-4 plan. One school system is found in Kansas third class cities that has the 7-2-3 plan, and one school system in the second class cities has the 8-2 plan. This is a two year high school found in a second class city.

It is evident that the Junior High School movement is making headway in Kansas. There are a good many 6-3-3 plans within the state; especially is this true of the first class cities where all the school systems are functioning under this plan. The 6-2-4 plan is not so common, the greatest number of these being in the second class school systems, combining these two types of school organizations just mentioned, and including the one 7-2-3 plan, there are 95 (14.5 per cent) that have a Junior High School organization.

W. S. Deffenbaugh⁴ says: "The larger cities have uniformly adopted the 6-3-3 form of organization. In the smaller cities there is not such uniformity of practice. Some of these have adopted the 6-3-3 plan and others the 6-6 plan. In some, schools have been organized on the 6-2-4 plan. The 6-3-3 plan, however, seems to be a prevailing one and to meet with the favor of most authorities on secondary education". He also says⁵ "The number of cities adopting the Junior High School has continued to increase. In 1918 such schools were reported by 123 cities, now 484 cities report this type of organization. In these 484 cities there are 990 junior high schools. The usual plan of

4. W. S. Deffenbaugh, Some Recent Movements in City School Systems, p. 20. Bureau of Education Bulletin, 1925, No. 27. Government Printing Office, Washington, DC. 1925. 22 pp.

5. W. S. Deffenbaugh, Some Recent Movements in City School Systems, pp. 25-26. Bureau of Education Bulletin, 1927, No. 8. Government Printing Office, Washington, D.C. 1927. 26 pp.

organization includes grades 7, 8, and 9. Approximately 73 per cent of the cities include these grades in the junior high school; 19 per cent include grades 7 and 8; 2 per cent grades 6, 7, and 8; 4 per cent grades 7, 8, 9, and 10; 2 per cent grades 8 and 9. The aims and purposes of the junior high school are more clearly defined. It is no longer looked upon as a mere departmentalized organization of grades 7, 8, and 9, but as a school integrating elementary and secondary education. It concludes elementary and initiates secondary education".

Type of District Organizations in Kansas.

Table XXI indicates the distribution of the types of district organizations in Kansas first, second and third class cities.

TABLE XXI.

TYPES OF DISTRICT ORGANIZATIONS IN KANSAS FIRST, SECOND, AND THIRD CLASS CITIES.

Types of District Organizations in Kansas Cities	First Class Cities		Second Class Cities		Third Class Cities		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
	11		76		566		653	
Rural	0	0	0	0	257	45.4	257	39.4
Barnes	0	0	23	30.3	130	23.0	153	23.3
City	11	100	47	61.8	83	14.7	141	21.6
Cons.	0	0	1	1.3	47	8.3	48	7.4
Comm.	0	0	5	6.6	24	4.2	29	4.4
District	0	0	0	0	15	2.66	15	2.3
Township	0	0	0	0	6	1.1	6	1.0
Union	0	0	0	0	4	.7	4	.6

Read table thus: There are 11 first class cities represented. No one has a Rural district organization. This is true also for the Second Class City group. Two hundred fifty-seven (45.4%) of the third class cities have this type of district organization. Of the three groups combined there are 257 (39.4%) who have adopted this plan of organization.

Of the 653 cities considered there are 257 (39.4 per cent) that are organized into rural district high schools, all of these are found in the third class city group. There are 153 (23.3 per cent) that are organized under the Barnes law, most of these are also in the third class cities with a few in the second class cities. One hundred and forty-one (21.6 per cent) schools are organized as city systems. All the first class cities and several of the second and third class cities are under this type of organization. Twenty-nine (4.4 per cent) of these schools are organized as community high schools, five (6.6 per cent) are in the second class cities and 24 (4.4 per cent) are in the third class cities. There are 48 (7.4 per cent) consolidated schools in Kansas; all except one, which is in a second class city, are in the third class city group. The remaining three types of district organizations are found in the third class cities; these are the district type with 15 (2.3 per cent); six (one per cent) township systems; and 4 (.6 per cent) union organizations.

These figures indicate that the greatest part of the Kansas schools are operating under the rural, Barnes or city types of organizations.

Summary of Findings

The data collected for this chapter reveal the following facts:

1. The highest district valuation in Kansas is \$141,792, 856, the lowest is \$225,000.
2. The median district valuation in Kansas for the three city groups combined is \$1,943,000.
3. The highest total school enrolment in Kansas is 19,896, the lowest is 18, this gives the median for the three groups combined of 173.25.
4. The highest number of teachers in any one Kansas school system is 616, the lowest is 2, with a median of 10.45 for the three combined groups.
5. All of the administrators in the first class cities and over 60 per cent of the administrators in the second class cities do no teaching.
6. Fifty per cent of the administrators in the third class cities teach three or four classes.
7. There are only 21 (3.2 per cent) Kansas administrators returning to supervise their home schools; these are mostly in the third class cities.
8. Practically all of the administrators in Kansas hold a "Life Certificate" or "Life Diploma".
9. Eighty-five per cent of the school systems in Kansas are organized under the 8-4 plan.
10. There are 95 (14.5) per cent of the school systems in Kansas that have a junior high school.
11. All but one of the schools with junior high schools are organized under the 6-3-3 plan or the 6-2-4 plan.
12. Practically all of the school systems in Kansas are organized under the Rural, Barnes, or city type of district organization.

Chapter VI.

Administrators of One, Two, and Three-Year
High Schools.

There are only twenty-nine communities in Kansas which do not provide a full four year high school course. Of this number, two provide a three-year course, twenty-six, a two-year course, and one, a one-year course. It was considered best to treat these schools and their administrators separately, because, if treated with the other third class cities to which they belong, they would not only lower the standard of third class city schools and their administrators, but all the other schools and their administrators as well. Again, they are not high schools in the truest sense of the word.

The method of presenting data in this chapter will be much the same as that used in chapters II, to V for the four-year high schools.

Hornaday¹ found in his study of Kansas administrators in 1925-26, that there were 47 high schools that did not provide a four year course. Of this number 6 provided a three-year course, 38, a two-year course and 3 provided a one year course. The figures given by Hornaday² and those given by the writer show that there was a decrease in the number of one, two, and

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1. Otis Preston Hornaday, The Status of the Public School Administrators in Kansas. pp. 49-54. Unpublished master's thesis, Department of Education, University of Chicago, 1926. 78 pp.
 2. Ibid.

three year high schools in Kansas during the five year interval. This indicates that these high schools are gradually increasing their curriculum and are becoming accredited four year high schools. However, comparison will not be made with Hornaday's study because of the 47 superintendents in his group only 4 returned information requested in the blank of inquiry, and consequently, the study of the superintendents in his group of smaller schools is somewhat limited. Information was obtainable for all the twenty-nine smaller schools discovered by the writer in his study of 1929-30.

Salary Distribution.

The salary distribution of the administrators in the one, two and three-year high schools is from \$900 to \$2,000. This gives a range of \$1,100. The middle fifty per cent receive salaries between \$1,125 and \$1,620. The quartile deviation is \$247.50. The median salary for this group is \$1,350. This median is equal to the lowest salary found in the third class city group. The highest salary(\$2,000) paid in this group is only \$200 less than the lowest salary (\$1,800) paid to administrators of the second class cities.

Sex Distribution.

Of the 29 administrators in the one, two, and three-year high schools eight (27.6 per cent) are women and twenty-one (72.4 per cent) are men. Five of these women administrators

are designated as principals, while three hold the title of superintendent. Eleven of the men administrators serve as principals and ten hold the position of superintendent. There are only 7 (1.1 per cent) women administrators in the four year high schools, and these are in the third class cities. It is evident that there is a greater opportunity for women as administrators in a smaller type of high school than in those providing a four year course.

Educational Training.

Twenty-four of the twenty-nine have reported on "Educational Training". In regard to high school education, two have attended three years and twenty-two have attended four years. The median is four years.

Six of these administrators have attended normal school. Of these six, one each has attended $\frac{1}{2}$, 1, 2, $2\frac{1}{2}$, $3\frac{1}{2}$, and 4 years respectively. The median for this group attending normal school is approximately 2 years. The median for the four year high schools is 3.5 years.

There are twenty of these 24 administrators that have attended college or university. Two have attended two years, one has attended two and one-half years, four have attended three years, one has attended three and one-half years, eleven have attended four years, and one has attended five years. The median for this group is about four years. The median for the four year high schools is 4.5 years. There are two adminis-

trators in this college group who have also had normal school training.

There are 13 (54.2 per cent) of the 24 administrators reporting who held a B.S. degree. The other 11 (45.8 per cent) hold no degrees. No person in this group holds both a Bachelor's and a Master's degree.

Nine of the twenty-four administrators in the one, two, and three-year high schools have attended the Kansas State Teachers College at Pittsburg, six have attended the Teachers College at Hays, and four have attended the Teachers College at Emporia. In all, nineteen have attended the Kansas State Teachers Colleges. Four administrators have attended Kansas University, and three have attended the Kansas State Agricultural College. Three administrators have attended private colleges within the State and one has attended a public Junior College. Finally, two have attended higher institutions of learning outside the State. This makes a total of thirty-two in all, more than the number of administrators considered in this group, but this is due to the fact that eight of these administrators have attended more than one higher institution of learning.

Of the nineteen major-minor subject combinations reported the most important ones named in order of their frequency are: Education-History, with three of these administrators having taken this combination; Science-Mathematics, with 3; Mathematics-Science, 2; Education-Biology, 2; and History-English, 2. It is interesting to note that eight of these administrators

elected education as their major subject in their major-minor subject combinations.

Tenure and Experience in Secondary School Work.

The highest tenure in the present position among administrators of the one, two, and three-year high schools is 4 years; the lowest tenure is 1 year; this gives a range of 3 years. The middle fifty per cent remain in their present position from one to three years, the quartile deviation is one year. The median tenure for this group is one year. This is considerably lower than the median tenure for the third class cities, which is 3.1 years. It is evident that administrators in this group do not stay in their positions for a long period, but tend to advance as rapidly as possible.

The highest number of years of experience in secondary school work among administrators of the one, two, and three year high schools is 18, the lowest number is one year. The number of years experience of the middle fifty per cent is from 1 to 4 years with a quartile deviation of 1.5 years. The median number of years experience in secondary school work for this group is 2 years. The median number of years experience in secondary school work for administrators in the third class cities is 7.74; which is noticeably higher than this group being considered. It is evident that the administrators in the one, two, and three year high schools obtain their experience in these small schools and then are rapidly promoted to the larger

school systems.

District Valuation.

The highest district valuation in the one, two, and three year high schools is \$2,578,380 and the lowest valuation is \$199,197, the range being \$2,179,183. The middle fifty per cent are from \$456,415 to \$1,116,040 with a quartile deviation of \$329,812,50. The median district valuation for this group is \$616,313. The median district valuation in this group, \$616,313 is noticeably higher than the lowest valuation in the third class cities, \$225,000.

Total School Enrolment.

The range of the total school enrolment of the one, two, and three-year high school is from 6 to 326, this gives a range of 320. The middle fifty per cent are from 44 to 90 with a quartile deviation of 23. The median total school enrolment for this group is 57; this median is about a third as of the median for the third class cities. The lowest school enrolment in this group .6, is also a third of the lowest enrolment in the third class city group which is 18.

Number of Teachers in the School System.

The largest number of teachers in any one school system in the one, two, and three-year school systems is 14 and the lowest is 1, with a range of 13. The middle fifty per cent have from

3 to 5 teachers in the system with a quartile deviation of 1. The median number of teachers in this group is 3. This number is one more than the lowest number of teachers found in any one school system in the third class cities which is 2.

Number of Classes Taught.

Seven (27. per cent) of the administrators in the one, two, and three year high schools are teaching seven classes; eleven (42.3 per cent) are teaching six classes; five (19.2 per cent) are teaching five classes; one (3.8 per cent) is teaching one class; and, two (7.7 per cent) are teaching two classes. There are approximately fifty-seven per cent of the administrators in the third class city group who teach either three or four classes. In the one, two, and three year high schools there are sixty-nine per cent of the administrators who teach six or seven classes. The figures indicate that these administrators are really teachers who direct the school as a side-line rather than administrative officials in the truest sense of the word. Since the teaching staff is small these school heads have to take a heavy teaching load upon themselves, carrying on their administrative duties at spare moments or after school hours.

Administrators Heading Their Home Systems.

No person was found among the administrators of the one, two, and three-year high schools who had returned to become the ad-

administrator of his home system. Of the 653 four year high schools there were only 21 (3.2 per cent) administrators found who had returned to become heads of the schools from which they were graduated.

Certification.

Among the twenty-six administrators reporting on certification in one, two, and three-year high schools it was found that six (23.1 per cent) hold "Life Certificates" issued by the State Board of Education. These are granted upon college graduation and upon expiration of the "State Three-Year Certificate", after the person has had two years successful teaching experience and professional growth. Nine (34.6 per cent) of these administrators possess "Life Diplomas" issued by some one of the Kansas State Teachers Colleges and granted upon the completion of a four year college course. Six (23.1 per cent) hold the "Three Year State Certificate Renewable for Life". These are issued by the State Board of Education upon completion of a college course and are renewable for a "Life Certificate" after two years teaching during the life of the certificate and upon compliance with other regulations of the State Board. Five (19.2 per cent) are possessors of a "Life Certificate" issued by the Kansas State Teachers Colleges and granted upon completion of a two-year college course. These are valid in the elementary, junior-high and two-year high schools, and in

senior high schools if granted prior to September 1, 1916³.

These figures indicate that 57.7 per cent are holders of either a "Life Certificate" or a "Life Diploma" which are good for life and that 23.1 per cent have a "Three Year Certificate Renewable for Life" upon completion of two years of successful teaching experience. The figures for the four-year high schools are 86 per cent and 11 per cent respectively.

Types of School Organizations.

Of the twenty-nine one, two, and three year high schools in Kansas, two (6.8 per cent) have the 8-3 plan; 26 (89.7) per cent have the 8-2 plan; and, one (3.4 per cent) has the 8-1 plan in the school system.

Types of District Organizations.

The types of district organizations found among the twenty-nine one, two, and three-year high schools in the State of Kansas are; eleven (37.9 per cent) rural; seven (24.1 per cent) city; five (17.2 per cent) consolidated; two (6.9 per cent) community; two (6.9 per cent) Barnes; one (3.5 per cent) township; and one (3.5 per cent) union type of organization.

Summary of Findings.

3. Katherine M. Cook, State Laws and Regulations Governing Teachers Certificates, pp. 65-66. Bureau of Education Bulletin, 1927, No. 19. Government Printing Office, Washington, D.C., 1928. 296 pp.

The data collected for the one, two, and three year high schools and presented in this chapter reveal the following facts:

1. The salary distribution ranges from \$900 to \$2000.
The median is \$1350.
2. There are eight (27.6 per cent) women and twenty-one (72.4 per cent) men administrators in this group.
3. Practically all of these administrators have attended high school four years.
4. Six administrators have had Normal School training.
The median is approximately two years.
5. Twenty administrators have attended a college or university. The median for this group is four years.
6. Thirteen of these administrators have earned a B.S. degree.
7. Nineteen administrators have attended one of the three Kansas State Teachers Colleges.
8. Eight administrators have chosen education as their major subject.
9. The tenure range is from 1 to 4 years with a median of one year.
10. The number of years experience in secondary school work ranges from 1 to 18 years. The median is two years.
11. The range of the district valuations is from \$199,197 to \$2,378,380. The median is \$616,313.

12. The median for the total school enrolment is 57; the range is from 6 to 326.
13. There are from 1 to 14 teachers in any one school system of this group. The median is 3.
14. Sixty-nine per cent of the administrators in this group teach six or seven classes.
15. No person was found among this group of administrators who had returned as head of the system from which he had been graduated.
16. There are 57.7% of these administrators that possess either a "Life Certificate" or a "Life Diploma".
17. The 8-2 plan of school system is most prevalent, (89.7 per cent) in this group of schools.
18. Eleven (57.9 per cent) of these schools are rural; seven (24.1 per cent) city; five (17.2 per cent) consolidated; two (6.9 per cent) community; two (6.9 per cent) Barnes; one (3.5 per cent) township; and, one (3.5 per cent) union type of organization.

Chapter VII

Summary and Conclusion.

This investigation has as its main objective the study of the status of Kansas public school administrators. The purpose of this investigation is to present an analysis of the status of the administrator's position and to make a comparison of the findings of this study with those of similar studies.

The greater part of the information gathered for this study came from the "High School Principal's Report" which is filled out by the administrators themselves and is filed at the State Superintendents Office at Topeka, Kansas. This information is secured at the state office at the beginning of each school year. These data were taken from the reports for the current year, 1929-30.

The scope of this investigation includes all public school administrators in Kansas who are in charge of all schools that are offering at least one year of public secondary education. There are 653 four-year high schools which are grouped into three main divisions as follows: first class cities, 11; second class cities, 76; and third class cities 566. There are also 29 one, two, and three year high schools which are treated separately.

The following types of data were obtained for this study:

1. Individual salaries of administrators.
2. Sex of individual administrators.

3. Extent of professional training above the elementary grades.
4. Amount of educational experience both as an administrator and in secondary school work.
5. Extent of administrative factors pertaining to administrators, as measured by number of teachers under control, total school enrolment, number of classes taught, district valuation, and type of high school and district organization.
6. Tenure of the individual administrators in their present position.

1. It was shown, first, regarding salaries, that there is a comparatively wide range in the salaries of the Kansas administrators. The range is from \$1,350, to \$8,400; the median salary is \$2,270. The middle fifty percent of the administrators receive salaries between \$2,025, and \$2,641. The median salaries increase from \$2,920 for third class cities to \$3,200 for second class cities and \$5,500 for first class cities. The median salaries for public school administrators in Kansas compared with Hornaday's study have increased 1.3 per cent during the past five years, from \$2,241.75 in 1925-26 to \$2,270 in 1929-30. The salaries received by administrators in Kansas do not exceed those received by the administrators of the United States as a whole.
2. There are no women administrators in the first or

second class cities and only seven in the third class cities. Women administrators have decreased on a whole from 3.1 per cent in 1925-26 to 1.1 per cent in 1929-30.

3. The majority of administrators, 553 or 91.1 per cent, have had four years of high school training. This is two-tenths (.2) of a per cent less than Douglass reports for the Great Plains Section.
4. The median for the academic training beyond the high school is 4.4 years. The median for college and university training is 4.5 years. This is three tenths (.3) of a year more than Douglas reports for the Great Plains Section. The normal training median for these administrators is 3.5 years. This is one-tenth (.1) of a year less than reported by Douglass for the Great Plains Section.
5. Fifteen, or 2.1 per cent, of the administrators do not hold degrees. Hornaday found that five years ago for his questionnaire group that 4.1 of the administrators did not hold degrees.
6. There are 81.8 per cent (579) of the administrators that hold a Bachelor's degree. Five years ago 78 per cent held a Bachelor's degree. The major degree combinations found in the order of their frequency are: (1) A.B.-M.A.; (2) B.S.-M.A.; (3) B.S.-M.S.; and, (4) A.B.-M.S.
7. State Teachers Colleges are furnishing the greatest number of administrators. Of the three Teachers Colleges, Emporia claims the most.

8. The major-minor subject combinations mentioned in order of frequency are: Education-History; History-Education; Education-Science; Education-Social Science; History-English; Science-Mathematics; Science-Education; Education-English; Mathematics-Science; and, History-Mathematics. Of the 205 administrators listing these major-minor subject combinations no less than 141 (69 per cent) have majored or minored in Education. Kansas administrators tend to come from Education majors and minors.
9. Tenure tends to be more permanent with the increase in size of the school system. In terms of years the medians for the third, second, and first class cities are 3, 1, 5 and 10 respectively. For the three class city groups combined, the median tenure for 651 administrators is 3.3 years. Administrators in the larger school systems have retained their present positions the longest.
10. Educational experience in general, in secondary school work also tends to increase with the size of the city. The medians for the first, second, and third class cities are 7.74, 15, and 19 years respectively. The median for the three classes of cities combined, as to educational experience in secondary school work, is 8.24 years. Administrators with the greatest amount of experience in secondary school work are found in the larger school systems.
11. The highest district valuation in Kansas is found to be \$141,792,856; the lowest is \$225,000. The median district

valuation in Kansas for the three city groups combined is \$1,943,000.

12. The highest total school enrolment in Kansas is 19,896; the lowest is 18, this gives a median for the three groups combined of 173.25.
13. The highest number of teachers in any one Kansas school system is 616, the lowest is 2, with a median of 10.45 for the combined groups.
14. All the administrators in the first class cities and over 60 per cent of the administrators in the second class cities do no teaching. Fifty per cent of the administrators in the third class cities teach three or four classes.
15. Practically all of the administrators in Kansas hold a "Life Certificate" or a "Life diploma".
16. Eighty-five per cent of the school systems in Kansas are organized under the 8-4 plan.
17. There are 95 (14.5 per cent) of the school systems in Kansas that have a junior high school. All but one of the school systems with junior high schools are organized either under the 6-3-3 plan or the 6-2-4 plan.
18. Practically all of the school systems in Kansas are organized under the Rural, Barnes, or City type of district organization.
19. The salaries are less for the twenty-nine administrators in the one, two, and three year high school systems; the median being \$1,350.

20. Eight women (27.6 per cent) are administrators in these schools; this is a larger per cent than in the four-year high schools.
21. Nearly all of these administrators have attended high school four years. Six administrators have attended Normal School, their median being two years. Twenty administrators in this group have had college or university training, the median is four years. Thirteen of these administrators have earned a B.S. degree, sixteen have no degrees. There are nineteen of these administrators who have attended one of the three Kansas State Teachers Colleges.
22. Eight of the administrators have chosen Education as their major subject.
23. The tenure range for administrators in one, two, and three year high schools is from 1 to 4 years with a median of one year. The number of years experience in secondary school for this group ranges from 1 to 18 years with a median of two years.
24. The range of the district valuation for the one, two, and three year high school is from \$199,197 to \$2,378,380; the median is \$616,313.
25. The median total school enrolment is 57, the range is from 6 to 326. There are from 1 to 14 teachers in any one system of this group; the median being three.
26. Sixty-nine per cent of the administrators in the one,

two, and three-year high schools teach six or seven classes. Fifty seven per cent of these administrators possess either a "Life Certificate" or a "Life Diploma".

27. The 8-2 plan of school system is most common (89.7 per cent) in the one, two, and three-year high schools.

28. Eleven (37.9 per cent) of the one, two, and three-year high schools are rural; seven (24.1 per cent) are city; five (17.2 per cent) consolidated; two (6.9 per cent) community; two (6.9 per cent) Barnes; one (3.5 per cent) township; and, one (3.5 per cent) is a union type of organization.

Some conclusions drawn from the fore-going summary in this chapter are:

1. While the present salaries are not yet adequate, in view of the long professional training and educational apprenticeship required, they do assure advancement to a comfortable livelihood as one progresses from the smaller to the larger positions. These salaries are large enough to attract capable men to the administrative field as a permanent vocation which is an important factor in effort to establish public school administration upon a professional basis.

2. The administrative field is looked upon as one fitted for men. Few women enter this field. It is noticeable that women in administrative positions occupy those of lower rank.

3. Many administrators are found to have had four years

of high school training. Very few administrative positions are held by persons with less than four years of training above the high school level. A college, university, or normal training is essential for this sort of a position.

4. Nearly all of the Kansas administrators hold a Bachelor's degree. The increased number over five years ago, holding the Master's degree is worthy of note. While but 13 per cent have completed work for the advanced degree, the estimate that over half have done some work toward the Master's degree is probably reasonable. Cubberley¹ says:

"In the first place a good college education may be considered as an absolute essential for future work, and at least a year of graduate study, doing advanced work in the study of educational problems, is practically a necessity now. Men of large grasp and ability should not stop here, but, after a few years of practical experience, should go on and obtain their doctorate".

5. There is a need for longer tenure in one position in order to better the school situation. However, the length of tenure seems to increase with the size of the city, an indication of improved conditions in the larger systems. Douglass² says:

"A study of the tenure of the superintendent indicates that very often the superintendent of schools remains in a city for a short period of time and then goes to another position. The difficulty of developing a strong educational program indicates that a short period of office is inadequate. From three to five years are usually required in order to develop a program for improvement. The attractiveness of the profession of the school superintendent would be materially

1. Ellwood P. Cubberley, Public School Administration, p. 223. Houghton Mifflin Co., Boston, 1929. 710 pp.

2. Bennett C. Douglass, The Status of the Superintendence, pp. 110-113. Department of Superintendence of the National Education Association, Washington, D.C., 1923. 206 pp.

enhanced if the length of term which the superintendent spends in the community could be lengthened. It is unquestionably true that a longer term of office in any city where the superintendent is a real educational leader would increase the effectiveness of the school. The two factors to be kept in mind, however, are the professional growth of the superintendent and the educational betterment of the community".

6. Educational experience is very important as a preparation for administrative positions. Experience also tends to be greater with the size of the city.

To quote Douglass again:

"The typical educational experience of the city superintendent leads to the conclusion that experience is the most important factor in the preparation of the superintendent. In the past, experience has been the most important requisite for admission to the profession and also for promotion. For the purpose of becoming familiar with educational problems it is undoubtedly desirable that the prospective superintendent should have experience as a classroom teacher. Since the city superintendent will have a larger per cent of elementary schools than of any other type, it would be best if his teaching experience might be in part, at least, in elementary schools. If he has had teaching experience in high school he should be able to interpret problems in the elementary school in terms of his own teaching experience".

7. The extent of administrative duties increase with the size of the city. Cubberley³ says:

"The business and educational organization in the larger city will become more complicated. The man in command must be one who can quickly sort out essentials from non-essentials, and one who can think and act quickly and relatively accurately. He must be able to exercise a supervisory oversight over many things, without getting lost in the details of any one matter. More than before it is the business of the superintendent to think and to plan, and even more than before, must he know what ought to be done and be able to state clearly and convincingly the reasons for his proposals. More real leadership is required than in the smaller school system, and

3. Cubberley, op. cit., pp. 269-270.

a larger vision is demanded. There will still be plenty of routine service to be looked after, but, to a degree, routine previously handled must now be passed down to subordinates, the superintendent merely exercising supervisory oversight to see that the routine is properly looked after, while he applies his energy and best thinking to the larger problems of educational leadership which more and more confront him as the community grows".

8. The administrators in the one, two, and three-year high schools in the main receive less compensation than those in the four-year high schools. This may be because they have had slightly less training and educational experience than the school heads in the larger systems. Their comparatively short tenure indicates that they likely advance rapidly to positions in larger systems. Hornaday⁴ says:

"Slightly less training and professional experience is required of the administrators in the communities providing one, two, and three-year high schools than in those providing a four year course. Compensation is less in these smaller schools. The comparatively short tenure of the administrators in these schools indicates that these positions are primarily a means of advancement to positions in larger systems".

The Kansas administrator, because of the predominance of small rural communities, should be well trained to meet a multitude of problems on account of the threefold nature of his work; administrative, supervisory, and instructional. Training for these situations will not come entirely through specific courses, but actual experience on the ground with these problems is essential for their solution. Part of the

4. Otis Preston Hornaday, The Status of the Public School Administrators in Kansas, p. 58. Unpublished Master's thesis, Department of Education, University of Chicago. 1926. 78 pp.

administrator's experience should be in connection with the elementary schools either as teacher, supervisor, or principal. An elementary school principalship experience is undoubtedly of the highest value to the person who is to become a superintendent. In this position he will receive training in administrative, supervisory, and instructional duties. For the purpose of becoming familiar with educational problems it is also highly desirable that the school administrator shall have had experience as a classroom teacher.

Many Kansas school systems do not provide both a superintendent and a high-school principal; therefore, the administrators in these systems should have experience which will familiarize them with the administrative, supervisory, and instructional problems of both the elementary and secondary schools.

Further studies along the same line of research suggested by this thesis are as follows:

1. The Duties of the Kansas High School Principal as Distinct from that of the City Superintendent. The principal has many duties connected with his office which are apart from those of the superintendent. A study of this separation of duties would make an interesting research.
2. The Relation of the Kansas Superintendent to the Board of Education. This study will help to develop a proper relationship between the board of education

and the superintendent.

3. The State's Responsibility for Education in Kansas.
This problem would disclose the fact, as to whether State control of education was adequate or inadequate for the present school system.
4. A Standardization Plan for Kansas School Organization.
Kansas has many school organizations, such as the Barnes law, rural high school, city, district, township, community, consolidated, etc. Would a uniform system of organization in Kansas be better for the State?
5. The Financing of Public School Systems in Kansas. This problem would deal with the total cost of education in a city school system. It would determine the amount of state aid that should be given to each school organization.
6. The School Building Program in Kansas. This study would consider a building program that would relieve present congestions, provide for a modern school plant, with plans for financing this program.
7. Insurance problems of Kansas School Organizations.
This topic would include a discussion of the adequacy of the program as to the amount of insurance to be carried, the type and financial standings of the companies with whom the insurance is to be placed, the plan for distributing the business locally, and

the budget items necessary to provide for and control the payment of insurance.

8. The School Consolidated Movement in the State of Kansas.

This is a problem showing the improvement in the educational opportunity of the children of the State and relieving of the financial burden in the small districts.

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APPENDIX

STATE OF KANSAS
DEPARTMENT OF EDUCATION

HIGH-SCHOOL PRINCIPAL'S REPORT

To the Principal or Superintendent:

This blank should be filled out and sent to us during your second week of school. It is spaced for the use of a standard typewriter, and it is preferred the report be typewritten, if convenient.

Please see that every blank space is filled with an answer, so that it may be known the call for data or information required has not been overlooked or disregarded. Please fill the duplicate form and keep it on file.

Sincerely yours,
GEO. A. ALLEN, Jr.,
State Superintendent.

Location, city.....
County.....
Name of school.....
Superintendent.....
Principal.....
Population of city.....
School enumeration.....
Valuation of district.....
Bonded debt.....
Number of mills levied for general purposes.....
Mills levied for all purposes.....
Number teaching full time in high school.....
Number teaching part time in high school.....
Does superintendent teach any class?..... If so, how many?
Total number grade teachers.....
Total enrollment in high school.....
Total enrollment in grades.....
Type of high school organization—1 year, 2 year, 3 year, 4 year, 3-3 year plan—underscore form used.

Are recitation periods at least forty minutes long, exclusive of time required for passing of classes?.....
What is the length of the study period?.....
What is the length of all laboratory periods?.....
What length of period each day is given to—
Penmanship?.....
Typewriting?.....
Manual Training?.....
Sewing?.....
Cooking?.....
Music?.....
Drawing?.....
Other subjects not requiring study and preparation for a recitation?.....
How many units do you require for graduation?.....
If only fifteen, are they made up of credits earned in regular classroom work?.....
How many pupils in your school are carrying more than four studies?.....
How many are carrying more than five?.....
On what basis do you admit students from other schools to advanced standing in your school?.....
What grade is required for passing?.....
Number graduated last year.....

SCHOOL ENROLLMENT

(a) HIGH SCHOOL				(b) ELEMENTARY SCHOOL	
Year	Boys	Girls	Total	Grades	Grades
7				Kindergarten	
8				1	5
9				2	6
10				3	7
11				4	8
12					
Post graduates					
Specials					

Number of high-school students from outside the school district—
Boys..... Girls.....
HIGH SCHOOL—Organized under what law—Barnes, Community, Township, Union, Rural, City, Consolidated.....
BOARD OF EDUCATION (give name of each member):
President.....
Clerk.....
Treasurer.....

INFORMATION REGARDING LAST GRADUATING CLASS

	KANSAS		OTHER STATES	
	BOYS	GIRLS	BOYS	GIRLS
State University.....				
Agricultural College.....				
Teachers College.....				
Other Colleges.....				
Dental Schools.....				
Commercial Schools.....				

IN GAINFUL OCCUPATIONS

	BOYS	GIRLS
Trades.....		
Farming.....		
Business.....		
Teaching.....		
At Home.....		
Unknown.....		

Date of opening of school this year.....
Number of weeks in school year.....
What is the length of school year in the grades? (Give in months.).....

GROUNDS

- How large is the school ground?.....
.....
Is it well drained?.....
Does the school own a separate athletic field; if so, how many acres?
.....
Does the school operate a demonstration plot or farm; if so, how many acres?.....

BUILDING AND EQUIPMENT

- Is your building stone, brick, concrete, frame, or tile?.....
When was it built?.....
Is the interior of building (walls, floors, windows, etc.) clean?.....
.....
How are walls finished?.....
How often are windows washed?.....
.....
How often are floors scrubbed?.....
.....
How is janitor service provided?
a. Regularly employed janitor.....
b. Student janitor.....
c. Teachers.....
What system of heating is provided?
a. Steam.....
b. Hot air.....
c. Stoves.....
d. Combination.....
Is the heating system satisfactory?.....
.....
What system of ventilation is used?
a. Force fan.....
b. Gravity.....
c. Windows only.....
Is the ventilating system satisfactory?.....
Does the plan for natural lighting of room provide for unilateral lighting?..... If not, where is light admitted—rear, left, right, front?.....
What system of artificial lighting is provided?
a. Electricity.....
b. Gas.....
c. Lamps.....
What is source of water supply?
a. City.....
b. School well or cistern.....
c. Carried from private well or cistern.....
Do you have sanitary drinking fountains?.....
Are the fountains kept clean?.....
What toilet facilities are provided?
a. Water-flushed.....
b. Dry system.....
c. Chemical.....
d. Outside toilets.....

- Is the toilet system satisfactory?.....
Are toilets kept scrupulously clean?.....
Method of cleaning employed?.....
Total number of rooms used for high-school purposes.....
Number of rooms used exclusively for—
a. Recitation.....
b. Science work.....
c. Sewing.....
d. Cooking.....
e. Manual training.....
f. Commercial work.....
g. Vocational agriculture.....
h. Vocational home economics.....
i. Study.....
How are recitation rooms seated?
a. Single desks.....
b. Double desks.....
c. Desk arm chairs.....
d. Recitation benches.....
e. Tables and chairs.....
Is each room provided with maps, charts, and other appliances likely to be needed in conducting recitations held in that particular room?
.....
Is there a room seated with standard commercial desks?.....
Are your laboratories equipped with standard laboratory tables? If not, give a statement as to the type of tables used.....
.....
.....
Are chemicals and apparatus kept in separate cases?.....
Are the cases in your laboratories ample for keeping all apparatus in good order?.....
Can these cases be kept locked?.....
Are your laboratories supplied with—
a. Water?.....
b. Gas?.....
c. Electricity?.....
Is there sufficient apparatus for physics in order that your pupils may work—
a. Individually?.....
b. In groups of two?.....
c. In groups of three?.....
d. In groups of four?.....
Is there sufficient physics apparatus to perform at least thirty-five of the experiments suggested in the State Course of Study for High Schools?.....
Is there sufficient equipment for agriculture to carry out the laboratory work suggested in the State Course of Study?.....
.....
Is your manual-training room equipped with single or double benches?
.....
How many pupils can be accommodated at one time?.....
.....

SCHOOL ACTIVITIES

- Is the heat in your cooking laboratory supplied by—
- a. Electricity?.....
 - b. Gas?.....
 - c. Oil stoves?.....
 - d. Alcohol stoves?.....
 - e. Coal range only?.....

Is your cooking laboratory equipped with standard domestic-science tables?.....

How many tables?.....

How many girls can be accommodated at one time?.....

How many sewing machines are provided for the sewing laboratory?.....

Is there a fee of any kind charged in manual training or cooking?.....

Is your school library convenient to the study room?.....

Is your library a separate unit, or is it a part of the study hall?.....

Is full-time librarian employed?.....

Name of full-time librarian.....

Number of volumes in library.....

Number added during year.....

Can the cases containing the books be locked?.....

Is there a system established for checking out the books at all times?.....

Is there a card index of your library?.....

Is it the policy of your board of education to provide a fund from which annual additions and renewals can be made to the library and laboratory?..... If so, how much?.....

Is the library open to general public?.....

Underline the subjects which you feel are amply covered by usable, up-to-date reference books in your library, being sure to give the number in each:

- English.....; Ancient History.....;
- Modern History.....; English History.....;
- American History.....; Civics.....;
- Economics.....; Elementary Science.....;
- Physical Geography.....; Botany.....;
- Zoology.....; Chemistry.....;
- Physics.....; Agriculture.....;
- Sewing.....; Cooking.....;
- Physiology.....; Psychology.....;
- Normal Training.....; Foreign Languages.....;
- Commercial Subjects.....; Art.....; Music.....

Have you elementary grades as part of your school organization? If so, are there any elementary classes being taught in a basement?.....

- Are any of the following in your school?
- a. Parent-Teacher Association.....
 - b. Literary societies.....
 - c. Y. M. C. A.....
 - d. Y. W. C. A.....
 - e. Boy Scouts.....
 - f. Debating teams.....
 - g. Dramatic club.....
 - h. Glee club.....
 - i. Choruses.....
 - j. Military organization.....
 - k. Dean of girls.....
 - l. Dean of boys.....
 - m. How many school or class plays are given each year?.....
 - n. Does your school participate in scholarship contests?.....
 - o. Do the proceeds of such entertainments go to a school fund or to the students?.....

ATHLETICS

- Do you have an organized athletic association?.....
- Who coaches athletic teams?.....
- a. Boys?.....
 - b. Girls?.....

- Does your school have teams in—
- a. Football?.....
 - b. Soccer?.....
 - c. Basket ball?.....
 - d. Baseball?.....
 - e. Tennis?.....

Does your school participate in track and field contests?.....

In athletics are you governed by the constitution, rules and by-laws of the Kansas State High-school Athletic Association?.....

Date.....

Signature.....

Title.....

Work Sheet Used for Collecting Data from the High-School Principal's Report at the State Superintendent's Office

Name of City	District Valuation	No. Teachers in System				No. Classes Taught by Superintendent	Total School Enrolment			Type of High School Organization	Type of District Organization	Salary
		Full time H. S.	Part time H. S.	Grade School	Total Number In System		Total Enrolment in High School	Total Enrolment in Grades	Total School Enrolment			

(Continued on following page.)

Work Sheet (Continued)

(Continued from preceding page.)

Scholastic Preparation								Experience		Kans. Cert. Held
High School	Normal Sch.	College or University	Degree Held	Major Subjects	Minor Subjects	Name of High School Attended	Name of College or University Attended	No. Yrs. as Teacher	In This School	

In Second-ary School
Kind of Certificate

Emporia, Kansas

April 18, 1930

Mr. ,

Superintendent of Schools,

, Kansas.

My dear Mr. :

As one of the outstanding administrators of the Middle West, will you be so kind as to help a neophyte by answering a few questions for him. This is not a questionnaire. I have the information from records, for which I am asking you, from all the second and third class city superintendents in Kansas. I need it from ten first class cities. With it, my study on the "Status of Public School Administrators in Kansas" will be complete. I am asking you for this information after receiving permission from the Director of Graduate Study of the Kansas State Teachers College of Emporia. Thank you more than I can tell you.

How many years did you attend a Normal School?____. A College or University?____. What was the name of the Normal School you attended?____. College of University?____. What was your major subject in College?____. Your minor subject?_____.

What degrees do you now hold?_____.

How many years experience have you had in secondary school work?____. As a superintendent?_____.

Very truly yours,

69054