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*A Study of the Status of Public School
Administrators in Kansas*

BY

HERBERT L. SLOAN



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EDITOR'S INTRODUCTION.

When Providence, R. I., established a city superintendency of schools, in 1836, the first step was taken toward an official recognition of a new profession which to-day not only directs the most important business of a state, education, but by actual figures the largest business of a state as well.

If consideration is given to the fact that in the typical community, township, village, town, city, county, or state, nearly half of the tax dollar is expended for education; that the total amount expended annually is nearly three billion dollars; that the conducting of this enormous business requires nearly a million employees; that this huge army of employees has under its direct tutelage, supervision, and administration more than twenty-seven million boys and girls—if all of these items are considered as parts of the general problem of school administration, it is evident that the status of the school administrator interests very directly every citizen of a state.

In this investigation the emphasis has been placed upon one aspect only of administration, namely, the status of the person in charge of the schools. The salary paid the administrator, his academic training, his major studies in college, the degrees and legal certification under which he works, his experience in secondary school work in general and in his present position in particular, the financial strength of his district, the number of pupils served, the scope and breadth of his duties—these are all phases of the problem of school administration which the writer has analyzed for the state of Kansas.

EDWIN J. BROWN, *Editor.*

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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 1,181 superintendents taken from the entire United States. Eikenberry made a study of 1,510 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 1920-'30. This "High-school Principal's Report" is filled out by the administrator himself and filed at the state superintendent's office at Topeka, Kan. 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 the 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 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 to-day 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 skill, and who are willing to take the time and spend the energy necessary to prepare themselves for large service, are to-day 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 molding other lives, and in helping to improve materially the intellectual tone and moral character of a community."

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 superintendents of schools with reference to training, experience and tenure. (2) To determine the facts regarding the financial compensation of superintendents of schools. (3) To determine the professional activities in which superintendents of schools engage. (4) To determine as far as possible the economic status of superintendents. (5) To determine the interrelationship between the elements mentioned above.

Douglass' data were obtained by means of a questionnaire sent to 1,181 superintendents in all parts of the United States. His finding 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 ad-

1. Ellwood P. Cubberley: *Public-school Administration*, p. 220. Houghton Mifflin Co., Boston. 1929. 710 pp.

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.

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.

ministration. He gathered data, by the questionnaire method, from 1,510 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, from 313 superintendents concerning their academic training, tenure and salaries.

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.

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

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, Mich., March 29, 30 and 31, 1916.

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

6. Otis 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 schools in this table are grouped according to the three main divisions found in the Kansas Educational Directory, 1929-'30,⁷ 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.

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 the individuals in charge of the schools 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 these individuals 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, Kan. This information is secured by the state office at the beginning of each school year. These data were taken from the reports for the current year, 1929-'30.

The utmost courtesy was extended by the staff in the state superintendent's office at Topeka, Kan., in allowing the use of state files for this information.

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 the Kansas Educational Directory, 1929-'30.⁸

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, Kan., 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.

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

8. *Ibid.*, pp. 10-40.

* The work sheet used for assembling these data may be found in the appendix.

† A copy of this letter may be found in the appendix.

5. Extent of administrative responsibility 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. These schools are treated separately because, if considered with the other third-class cities to which they commonly belong, their inclusion presents a false impression of the Kansas high-school situation, as these schools are not high schools in the strictest usage of the term.

The communities offering a four-year high-school course are grouped according to the classification found in the Kansas Educational Directory, 1929-'30,⁹ 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-'30.¹

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 deviation	750	450	235	308

Read table thus: The highest salary paid to a superintendent of a first-class city in Kansas is \$8,400. The lowest is \$4,000. The range is \$4,400.

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.

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

The median salary of all three classes for all administrators is \$2,270, and the middle 50 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 50 per cent of the administrators received between \$2,037.95 and \$2,559.50, with a quartile deviation of \$260.68. There is 1.3 per cent increase in the medians during the five-year interval.

In Douglass's³ 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's⁴ study dealt only with cities of 8,000 population or more the measures are hardly comparable. The median salaries of the first- and second-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. This median corresponds to that of Kansas, but Eikenberry's investigation was for high-school principals only, while this investigation is for all public-school administrators in Kansas. The data presented indicate that Kansas is considerably below the average of the United States.⁷

Whitney's⁸ study of 309 superintendents in Michigan shows 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 would seem from these figures that superintendents' salaries in Michigan have doubled within the past 12 years. The highest salary in Michigan, according to Hendershot,¹⁰ 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.

2. Otis Preston Hornaday: *The Status of Public-school Administrators in Kansas*, pp. 16-23. 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.

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, Mich., March 29, 30 and 31, 1916.

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

10. *Ibid.*

SEX DISTRIBUTION.

A distribution of these 653 public-school administrators in Kansas according to sex shows that nearly all of the administrative positions are filled by men.

On the whole slightly more than 1 per cent of the administrative positions are filled by women. There are no women administrators in the first- or second-class cities, and only 7 women administrators in the third-class cities. Of these 7 women administrators, 4 are designated "superintendent" while 3 hold the title "principal." There are 8 women of the 29 administrators of the one-, two- and three-year high schools that are not included in Table III, which presents the data on sex distribution.

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
Totals	646	98.9	7	1.1

Read table thus: Eleven (100 per cent) of the administrators in first-class cities are men. There are no women in charge of the school systems of first-class cities.

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 Koos¹² says:

"Although women are sometimes given positions as heads of high schools in the smaller communities, the present situation affords little or nothing of encouragement 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 cannot 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 50 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 50

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

12. Leonard V. Koos: *The High-school Principal*, pp. 9-10. Houghton Mifflin Co., Boston. 1924. 121 pp.

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

per cent from 37.3 to 47 years of age, the median being 41.9 years. Douglass¹⁴ says:

"The greater 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 50 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 50 per cent falling between 29.33 and 39.2 years of age, the median being 34.05 years. This group of men is considerably younger 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 50 per cent of the administrators receive salaries ranging from \$2,025 to \$2,641.
4. The median salaries increase successively from \$2,200 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 5 years, from \$2,241.67 to \$2,270.
6. There are no women administrators in the first- or second-class cities and only seven in the third-class cities.
7. Women administrators have decreased in number from 3.1 per cent in 1925-'26 to 1.1 per cent in 1929-'30.

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

15. Hornaday, *op. cit.*, pp. 11, 12.

16. Douglass, *op. cit.*, pp. 106, 107.

17. Douglass, *op. cit.*, pp. 106, 107.

18. Hendershot, *op. cit.*, pp. 14-17.

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

CHAPTER III.

EDUCATIONAL TRAINING OF KANSAS PUBLIC-SCHOOL ADMINISTRATORS.

The information in this chapter, which deals with the educational training of Kansas public-school administrators, is presented from four 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 painstaking preparation. To be able to obtain a small superintendency at 30, and a large and important position at 40, 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 the ultimate success.”

HIGH-SCHOOL TRAINING.

Table IV shows the number and per cent 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.
Number reported.....	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 9 first-class city administrators considered in this part of the study all (100 per cent) have had four years of high-school training; 33 (78.5 per cent) in the second-class cities have had four years of high-school training; and 511 (91.9 per cent) in the third-class city group have had the same amount of training. Of the 607 administrators reporting on training, 553 (91.1 per cent) have had four years of high-school training.

Of the 607 administrators of the first-, second- and third-class cities reporting, only 3, or .5 per cent, have had less than one year or no high-school

1. Ellwood P. Cubberley: *Public-school Administration*, pp. 222, 223. Houghton Mifflin Co., Boston. 1929. 710 pp.

training. Again, 3, or .5 per cent, have had one year of high-school work. Six, or 1 per cent, have had two years of high-school training; 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 26 of the 1,087 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 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.
Number reported.....	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 9 first-class city administrators considered in this part of the study, 8 (88.9 per cent) have had five years of training above the high-school level; 15 (34.9 per cent) of the second-class city group have had the same amount of training; while 99 (17.8 per cent) 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 per cent) have had five years of training above the high-school level.

Approximately 68 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 1 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

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.

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 midpoint 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 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 1,078 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 1,510 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 five years later.

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.

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.*

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

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

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.

* 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.

TABLE VI.—Number of years of college and university training of Kansas administrators (exclusive of normal-school training).

NUMBER OF YEARS OF COLLEGE AND UNIVERSITY TRAINING.	First-class cities.		Second-class cities.		Third-class cities.		Total.	
	No.	Per cent.	No.	Per cent.	No.	Per cent.	No.	Per cent.
Number reported	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 9 first-class city administrators reported in this part of the study, 2 (22.2 per cent) have had one year of college or university training, 3 (7.5 per cent) in the second-class cities have had one year of college or university training, and 21 (4 per cent) of the administrators in the third-class cities have had one year of college or university training. Of all the administrators 26 (4.4 per cent) 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 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 men in the first-class-city administrative positions in Kansas are evidently teachers-college and normal-school graduates who have completed their academic training with a graduate year or two of university work. (See Table V.)

Hendershot⁸ reports in his study of the Michigan situation 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.

Eikenberry¹⁰ found the median for 1,385 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.

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

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

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

NORMAL SCHOOL TRAINING.

One hundred 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 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 SCHOOL TRAINING.	First-class cities.		Second-class cities.		Third-class cities.		Total.	
	No.	Per cent.	No.	Per cent.	No.	Per cent.	No.	Per cent.
Number reported	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 5 first-class city administrators who have had some training in a normal school or teachers' college, considered in this part of the study, 1 (20 per cent) has had two years of normal school training, 1 (6.3 per cent) in the second-class cities has had similar training, and 25 (21.3 per cent) of the third-class city school heads have had two years of the specialized training. Of the 138 administrators considered 27 (19.6 per cent) have had two years of normal-school 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 the third-class-city group 3.4 years. The median for the first-, second- and third-class cities combined is 3.5 years.

Hendershot's¹¹ 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.

Douglas¹² 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 3.6 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.

Douglass¹³ 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 a real service in preparing for such duties. Superintendents who have had normal-school training understand better the training and needs of the classroom

11. Hendershot, op. cit., p. 36.

12. Douglass, op. cit., p. 23.

13. Douglass, op. cit., p. 22.

teacher. This kind of instruction, therefore, should increase the superintendent's skill in the supervision of instruction."

For 420 principals in the United States, Eikenberry¹⁴ found the median in normal-school training to be 2.7 years, and for the North West Central states to be 2.8 years.

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) because several persons hold more than one academic degree.

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.
Number reported.....	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.

Read table thus: 5 (33.3 per cent) of the administrators in the first-class cities hold the B. S. degree, 18 (30 per cent) in the second-class cities hold the B. S. degree, and 280 (44.2 per cent) in the third-class cities hold the same degree. There are 303 (42.8 per cent) of the administrators in Kansas that possess the B. S. degree.

Fifteen, or 2.1 per cent, of the administrators in Kansas hold no degree. Three hundred three, or 42.8 per cent, 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 Kansas administrator in public-school work reports that he has been honored by having the Ph. D. degree conferred upon him.

Hornaday¹⁵ 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.

Douglass¹⁶ 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, or 85 per cent, a B. S. degree; and 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 in the A. B. and M. A. degrees.

14. Eikenberry, op. cit., p. 9.

15. Hornaday, op. cit., pp. 27, 28.

16. Douglass, op. cit., pp. 35, 36.

The four major degree combinations are indicated by Table IX.

TABLE IX.—Number and percentage of Kansas administrators with major combinations of advanced degrees.

MAJOR COMBINATIONS OF DEGREES.	First-class cities.		Second-class cities.		Third-class cities.		Total.	
	No.	Per cent.	No.	Per cent.	No.	Per cent.	No.	Per cent.
Number reported	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	33.3	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 6 administrators in the first-class cities with the four major combinations of degrees, 2 (33.3 per cent) have the A. B.-M. A. combination; 8 (53.3 per cent) of the second-class cities have the same combination; and 24 (41.4 per cent) of the third-class-city administrators possess this combination. There are 34 (43 per cent) 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 in Kansas with bachelors' and masters' degrees, 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.

Eikenberry¹⁷ found that of 1,109 principals in the United States, who returned his questionnaire, 200, or 18 per cent, have bachelors' and masters' degrees. The writer's study of all administrators in Kansas shows that 79 (11.2 per cent) hold bachelors' and masters' degrees.

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, 321 (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 enrollment from 69 or 7.7 per cent. Sixty-one (6.8 per cent) have attended the Kansas State Teachers College at Hays. There are 56 (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.

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

17. Eikenberry, op. cit., p. 15.

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.
Number reported	23**		83**		785**		891**	
1. All private col. and univ.	3	13.0	11	13.3	217	27.6	231	26.0
2. Out-of-state col. and 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. Kansas University	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 per cent) of the administrators in the first-class cities have attended Kansas private colleges; 11 (13.3 per cent) in the second-class cities have attended Kansas private colleges; and 217 (27.6 per cent) of the administrators in the third-class cities have attended the private colleges of Kansas. Of all the Kansas administrators, 231 (26 per cent) have attended private colleges within the state. (See Note ** above.)

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.
Number reported	2	17	186	205
Education-history	0	3	30	33
History-education	0	2	30	32
Education-science	1	4	22	27
Education-social science	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, 4 in the second-class cities have taken the same combination, and 22 in the third-class cities have taken this 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 per cent) have majored or minored in education.

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 reports 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 for the Great Plains section.
4. The normal-school or teachers-college training median for these administrators is 3.5 years. This is .1 of a year less than was 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 answering his questionnaire did not hold degrees.
6. There are 81.8 per cent, or 579, administrators that hold bachelors' degrees. Five years ago 78 per cent held bachelors' degrees.
7. The major advanced-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. The major and minor subjects (collegiate training), 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.

CHAPTER IV.

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 are 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.—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 deviation	5.5	2.5	1.51	1.88

Read table thus: The highest tenure found among the 11 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 50 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 50 per cent for all three groups considered together is from 1.87 to 5.39 years.

Hornaday's¹ study for 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. The middle 50 per cent in 1925-'26 for these administrators ranged 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 of 226 superintendents in Michigan in 1927-'28, that the median tenure was 3.43 years, and that the middle 50 per cent ranged from 2.10 to 5.43 years. The middle 50 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 1,476 superintendents throughout the United States that the median length of tenure in the present position was 4 years, and that for 205 superintendents in the Great Plains section the median tenure in the present position was 3 years.

Douglass⁴ says:

"It would be of interest to know the causes which lead superintendents to change from one city to 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 a reelection."

Eikenberry⁵ found, from his returns of questionnaires from 1,115 high-school principals in the United States, that the median length of tenure in the present position was 3 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 1924-'25, 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 are presented, and no comparisons are made with other studies. Table XIII shows the experience of 585 Kansas public-school administrators in secondary-school work.

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 1 year, with a range of 35 years. These two extremes are both found in the third-class-city group.

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.

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

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.

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 deviation	8	4	3.6	3.85

Read table thus: The highest number of years' experience in secondary-school 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 the greatest experience in secondary-school work is 36 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 50 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 50 per cent for the three groups combined is from 4.98 to 12.67 years of experience with a deviation of 3.85. 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 become more permanent with an increase in the 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.
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 an increase in 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 1 to 36 years in the third-class cities, from 4 to 35 years in the second-class cities, and from 10 to 34 years 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 KANSAS PUBLIC-SCHOOL ADMINISTRATORS.

The amount of time devoted by each administrator to administration, supervision, and 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 enrollment, 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.

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 quartile.....	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 quartile.....	89,536,812	8,000,000	2,640,000	3,034,000
Quartile deviation.....	36,931,987	2,600,000	765,650	930,000

Read table thus: The highest district valuation found among the eleven first-class cities is \$141,792,856, 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 the same as the first-class-city group, \$141,792,856.

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 valuation is \$141,792,856 and the lowest is \$10,000,000. The range is \$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.

The district valuation tends to increase with the increase of the city population as is 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 which pay the highest salaries (see Table II) for services rendered by their administrators are the cities that have the highest district valuation.

TOTAL SCHOOL ENROLLMENT.

The total school enrollment of the first-, second- and third-class cities is shown in Table XV. In the first-class cities the largest school enrollment is 19,896 and the lowest is 1,891, with a range of 18,005. The largest school enrollment 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 enrollment is 700 and the lowest is 18. This gives a range of 682. Of the three city groups combined, the largest enrollment is 19,896 and the lowest is 18. The range is 19,878. 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 enrollment for the three city groups combined is 173.25.

TABLE XV.—Total school enrollment of first-, second- and third-class cities.

TOTAL SCHOOL ENROLLMENT.	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	19,878
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 deviation	2,956	347	60.88	92.75

Read table thus: The highest school enrollment found in the eleven first-class cities is 19,896, the highest enrollment in the second-class cities is 2,676, and the highest school enrollment found in the third-class cities is 700.

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 large number of pupils enrolled in their school systems and, while they are invested with full administrative powers, they frequently devote part time to classroom visitation and classroom instruction. The administrators in the third-class cities, with their smaller school enrollments, frequently devote much of their time to instructional activities.

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.

The administrators in the first-class cities have from 73 to 616 teachers under their direction; those of the second-class cities have from 12 to 90 teachers; while the third-class-city administrators direct 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. The range is 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.

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	16.96
Quartile deviation.....	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 the second-class cities the highest number is 90, while the largest number in the third-class cities is 29.

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 for 1929-'30.

CLASSES TAUGHT BY ADMINISTRATORS.

Table XVII shows the distribution of the number of classes taught by 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 60 per cent of the administrators in the second-class cities do no teaching, and 21 per cent teach only one class. There are three administrators in the second-class cities that teach three classes, and one administrator who teaches five classes. Of the administrators in the third-class-city group 57 per cent teach either three or four classes. One administrator in this group teaches eight classes. The median number of classes taught by this group of administrators is 3.9. The median number of classes taught by the three city groups of administrators combined is 3.7.

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 purely administrative duties of the administrator increase with the size of the city. The smaller schools in many cases are 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.

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.

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.
Number reported.....	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.....	0	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 11 administrators in the first-class cities, no one teaches any classes; in the second-class cities 48 (63.2 per cent) teach no classes, and in the third-class city group 9 (1.6 per cent) do not teach at all. In the three groups combined, 68 (10.4 per cent) do not teach any classroom work.

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 to some extent a selected rather than an all-inclusive group.

ADMINISTRATORS HEADING SCHOOL SYSTEMS WHICH THEY ATTENDED.

Table XVIII shows 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 received their high-school diplomas.

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.
Total number.....	11	.....	76	.....	566	.....	653	.....
Number returning.....	0	0	2	2.6	19	3.4	21	3.2

Read table thus: No one among the 11 administrators in the first-class cities has returned to direct his home school. There are 2 (2.6 per cent) in the second-class cities, and 19 (3.4 per cent) 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 per cent) who are administrators in the schools 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 posi-

2. Ibid., pp. 41-45.

tions in the school systems from which they were graduated. In the third-class cities there are 19 (3.4 per cent) administrators serving as heads of the schools which they once attended.

The figures indicate that comparatively few administrators direct the school system in which they were once students. Those holding such positions, with the exception of two in the second-class cities, are found in the school systems of the third-class cities.

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.
Number reported.....	9	.....	43	.....	562	.....	614	.....
Life.....	9	100	26	60.5	362	64.4	397	64.7
Life diploma.....	0	0	13	30.2	118	21.0	131	21.3
Three-year life.....	0	0	3	7.0	67	12.0	70	11.4
Life certificate.....	0	0	0	0	9	1.6	9	1.5
High School laws (1915).....	0	0	1	2.3	3	.5	4	.6
Temporary.....	0	0	0	0	3	.5	3	.5

Read table thus: All of the administrators in the first-class cities considered in this part of the study hold life certificates. 26 (60.5 per cent) of the administrators in the second-class cities hold life certificates, and 326 (64.4 per cent) in the third-class cities hold life certificates. In the three groups combined life certificates are held by 397 (64.7 per cent) administrators.

* Classification used in "High-school Principal's Report," state of Kansas (see appendix).

Of the 614 Kansas administrators considered, 396 (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 certificate" 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 two 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) are teaching on a "high-school certificate" issued by the State Board of Education, and granted because the holder was teach-

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.

ing 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 "life certificates" or "life diplomas" and that 11 per cent 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.
Number reported.....	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; 22 (29 per cent) of the second-class cities use the 8-4 plan; 535 (94.5 per cent) of the third-class cities have this type of school organization. Of the three groups combined there are 557 (85.3 per cent) schools which have adopted the 8-4 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 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) systems that have some sort of a junior-high-school organization. Of the United States as a whole, 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 pre-

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

vailing one and to meet with the favor of most authorities on secondary education."

He also says:⁵

"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 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; and 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.

TYPE 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.
Number reported	11	.....	76	.....	566	.....	653	.....
Rural high	0	0	0	0	257	45.4	257	39.4
Barnes law	0	0	23	30.3	130	23.0	153	23.3
City organization	11	100	47	61.8	83	14.7	141	21.6
Consolidated	0	0	1	1.3	47	8.3	48	7.4
Community	0	0	5	6.6	24	4.2	29	4.4
District	0	0	0	0	15	2.6	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 per cent) of the third-class cities have this type of district organization. Of the three groups combined there are 257 (39.4 per cent) which have adopted this plan of organization.

Of the 653 cities considered there are 257 (39.4 per cent) that are organized into rural-high-school districts. 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 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 the schools are organized as community high schools; 5 (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 schools (2.3 per cent); 6 (1 per cent) township systems; and 4 (.6 per cent) union organizations.

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.

These figures indicate that the greatest part of the Kansas schools are operating under the rural-high-school, 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 enrollment in Kansas is 19,896; the lowest is 18. The median for the three groups combined is 173.25.
4. The greatest number of teachers in any one Kansas school system is 616, the least 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 who are in charge of the high schools from which they were graduated. 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 29 communities in Kansas which do not provide a full 4-year high-school course. Of this number, 2 provide a 3-year course; 26 a 2-year course; and 1 a 1-year course. It was deemed advisable to handle the 1-, 2- and 3-year high schools under a separate division because, if handled under the third-class city group, the city classification under which most of these schools are found, the inclusion tends to invalidate the findings for the regular 4-year high schools. This is especially true where measures of central tendencies and measures of dispersion are involved.

The method of presenting data in this chapter is much the same as that used in chapters II to V for the 4-year high schools except that tables are not used.

Hornaday¹ found in his study of Kansas administrators in 1925-'26, that there were 47 high schools that did not provide a 4-year course. Of this number 6 provided a 3-year course, 38 a 2-year course, and 3 provided a 1-year course. The figures given by Hornaday² and the data presented here show that there has been a decrease in the number of 1-, 2- and 3-year high schools in Kansas during the 5-year period. Since Hornaday received returns on his questionnaire from but 4 of the 47 schools, comparisons are not drawn with his study.

Information is presented from the 29 smaller schools, all of whose reports were on file at the state superintendent's office at Topeka.

SALARY DISTRIBUTION.

The salary distribution of the administrators in the 1-, 2- and 3-year high schools is from \$900 to \$2,000. This gives a range of \$1,100. The middle 50 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 more than the lowest salary (\$1,800) paid to an administrator in the second-class-city group.

SEX DISTRIBUTION.

Of the 29 administrators in the 1-, 2- and 3-year high schools, 8 (27.6 per cent) are women and 21 (72.4 per cent) are men. Of the women administrators 5 are designated as principals while 3 hold the title of superintendent. Of the men administrators 11 serve as principals and 10 hold the position of superintendent. There are only 7 (1.1 per cent) women administrators in the 4-year high schools, and these are in the third-class cities.

1. Otis Preston Hornaday: *The Status of the Public-school Administrators in Kansas*. pp. 49-52. Unpublished Master's Thesis, Department of Education, University of Chicago. 1926. 78 pp.

2. *Ibid.*

EDUCATIONAL TRAINING.

Twenty-four of the 29 administrators in 1-, 2- and 3-year high schools have reported on "educational training." In regard to high-school education, 2 have attended 3 years and 22 have attended 4 years. The median is 4 years.

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

There are 20 of these 24 administrators that have attended college or university. Two have attended 2 years, 1 has attended $2\frac{1}{2}$ years, 4 have attended 3 years, 1 has attended $3\frac{1}{2}$ years, 11 have attended 4 years, and 1 has attended 5 years. The median for this group is about 4 years. The median for the 4-year high schools is 4.5 years. There are two administrators in this college group who have also had normal-school training.

There are 13 (54.2 per cent) of the 24 administrators reporting who hold 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 24 administrators in the 1-, 2- and 3-year high schools have attended the Kansas State Teachers Collegè at Pittsburg, 6 have attended the Teachers College at Hays, and 4 have attended the Teachers College at Emporia. In all, 19 have attended the Kansas state teachers' colleges. Four administrators have attended Kansas University, and 3 have attended the Kansas State Agricultural College. Three administrators have attended private colleges within the state and 1 has attended a public junior college. Finally, 2 have attended higher institutions of learning outside the state. This makes a total of 32, more than the number of administrators considered in this group, but this is due to the fact that 8 of these administrators have attended more than one higher institution of learning.

MAJOR-MINOR SUBJECT COMBINATIONS.

Of the 19 major-minor subject combinations reported, the most important ones named in order of their frequency are: Education-history, with 3 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 8 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 1-, 2- and 3-year high schools is 4 years; the lowest tenure is 1 year. This gives a range of 3 years. The middle 50 per cent have been in their present positions from 1 to 3 years; the quartile deviation is 1 year. The median tenure for this group is 1 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 1-, 2- and 3-year high schools is 18 years; the lowest

number is 1 year. The number of years of experience of the middle 50 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 would seem that the administrators in the 1-, 2- and 3-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 1-, 2- and 3-year high schools is \$2,378,380, and the lowest valuation is \$199,197. The range is \$2,179,183. The middle 50 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. The indications are that low valuation is not the only reason for these schools offering less than four years of high school.

TOTAL SCHOOL ENROLLMENT.

The range of the school enrollment of the 1-, 2- and 3-year high schools is from 6 to 326. The middle 50 per cent are from 44 to 90, with a quartile deviation of 23. The median total school enrollment for this group is 57; this median is about one-third of the median for the third-class cities. The lowest school enrollment in this group (6) is also a third of the lowest enrollment 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 1-, 2- and 3-year school systems is 14 and the lowest is 1, with a range of 13. The middle 50 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 1 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 1-, 2- and 3-year high schools are teaching seven classes; 11 (42.3 per cent) are teaching six classes; 5 (19.2 per cent) are teaching five classes; 1 (3.8 per cent) is teaching one class; and 2 (7.7 per cent) are teaching two classes. There are approximately 57 per cent of the administrators in the third-class-city group who teach either three or four classes. In the 1-, 2- and 3-year high schools there are 69 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 1-, 2- and 3-year high schools who had returned to become the administrator of his home system. Of the 653 4-year high schools there were only 21 (3.2 per cent) administrators who had returned to become heads of the schools from which they were graduated.

CERTIFICATION.

Among the 26 administrators reporting on certification in 1-, 2- and 3-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 of 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 a Kansas state teachers' college 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, 1916.³

These figures indicate that 57.7 per cent are holders of either a "life certificate" or a "life diploma," 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 29 1-, 2- and 3-year high schools in Kansas, 2 (6.8 per cent) have the 8-3 plan; 26 (89.7 per cent) have the 8-2 plan; and 1 (3.4 per cent) has the 8-1 plan.

TYPES OF DISTRICT ORGANIZATIONS.

The types of district organizations found among the 29 1-, 2- and 3-year high schools in the state of Kansas are: 11 (37.9 per cent) rural; 7 (24.1 per cent) city; 5 (17.2 per cent) consolidated; 2 (6.9 per cent) community; 2 (6.9 per cent) Barnes; 1 (3.5 per cent) township, and 1 (3.5 per cent) union type of organization.

SUMMARY OF FINDINGS.

The data collected for the 1-, 2- and 3-year high schools and presented in this chapter reveal the following facts:

1. The salary distribution ranges from \$900 to \$2,000. The median is \$1,350.

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.

2. There are 8 (27.6 per cent) women and 21 (72.4 per cent) men administrators in this group.
3. Practically all of these administrators have attended high school 4 years.
4. Six administrators have had normal-school training. The median is approximately 2 years.
5. Twenty administrators have attended a college or university. The median for this group is 4 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 1 year.
10. The number of years' experience in secondary-school work ranges from 1 to 18 years. The median is 2 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 enrollment 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 per cent 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 (37.9 per cent) of these schools are rural; 7 (24.1 per cent) city; 5 (17.2 per cent) consolidated; 2 (6.9 per cent) community; 2 (6.9 per cent) Barnes; 1 (3.5 per cent) township, and 1 (3.5 per cent) union type of organization.

CHAPTER VII.

SUMMARY AND CONCLUSIONS.

This investigation has as its main objective the study of the status of Kansas public-school administrators. Its purpose 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 superintendent's office at Topeka, Kan. This information is secured by 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 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 1-, 2- and 3-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 authority as indicated 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 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 50 per cent of the administrators receive salaries between \$2,025 and \$2,641. The median salaries increase from \$2,220 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 (1925-'26), has increased during the past five years from \$2,241.75 in 1925-'26 to \$2,270 in 1929-'30.

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.

4. The median for the academic training beyond the high school is 4.4 years. The median for college and university training, exclusive of normal school, is 4.5 years. This is three-tenths (.3) of a year more than Douglass reports for the Great Plains section.

5. Fifteen, or 2.1 per cent, of the administrators do not hold degrees. Hornaday found 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 bachelors' degrees. Five years ago 78 per cent held bachelors' degrees. The major advanced-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 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 largest total school enrollment in Kansas is 19,896; the lowest is 18. The median for the three groups combined is 173.25.

13. The greatest number of teachers in any one Kansas school system is 616, the least 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 "life certificates" or "life diplomas."

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 29 administrators in the 1-, 2- and 3-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 4-year high schools.

21. Nearly all of the administrators in the 1-, 2- and 3-year high schools have attended high school 4 years. Six administrators have attended normal school, their median being 2 years. Twenty administrators in this group have had college or university training. The median is 4 years. Thirteen of these administrators have earned B.S. degrees, 16 have no degrees. There are 19 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 1-, 2- and 3-year high schools is from 1 to 4 years with a median of 1 year. The number of years experience in secondary-school work for this group ranges from 1 to 18 years, with a median of 2 years.

24. The range of the district valuation for the 1-, 2- and 3-year high schools is from \$199,197 to \$2,378,380; the median is \$616,313.

25. The median total school enrollment 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 is 3.

26. Sixty-nine per cent of the administrators in the 1-, 2- and 3-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 1-, 2- and 3-year high schools.

28. Eleven (37.9 per cent) of the 1-, 2- and 3-year high schools are rural; 7 (24.1 per cent) are city; 5 (17.2 per cent) consolidated; 2 (6.9 per cent) community; 2 (6.9 per cent) Barnes; 1 (3.5 per cent) township; and 1 (3.5 per cent) is a union type of organization.

Some conclusions drawn from the foregoing 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 the 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-school training is essential for this sort of position.

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

1. Ellwood P. Cubberley: *Public-school Administration*, p. 223. Houghton Mifflin Co., Boston. 1929. 710 pp.

"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 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. 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 increases 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 nonessentials, 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 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."

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

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

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 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 familiarizes 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 study are as follows:

1. The duties of the Kansas high-school principal as distinct from that of the city superintendent.
2. The relation of the Kansas school superintendent to the board of education.
3. The state's responsibility for education in Kansas.
4. A standardization plan for Kansas school organization.
5. The financing of public-school systems in Kansas.
6. The school building program in Kansas.
7. Insurance problems of Kansas school organizations.
8. The consolidated school movement in the state of Kansas.

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.

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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.

SCHOOL ENROLLMENT.

YEAR.	(a) High School.			(b) Elementary school.	
	Boys.	Girls.	Total.	Grades.	Grades.
7				Kindergarten,	
8				1	5
9				2	6
10				3	7
11				4	8
12					
Postgraduates					
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.....

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.).....

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.....

INFORMATION REGARDING LAST GRADUATING CLASS.

IN HIGHER INSTITUTIONS.

	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.....		

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?.....

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?.....

SCHOOL ACTIVITIES.

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.....

TEACHERS.

NAME.	Annual salary.	SCHOLASTIC PREPARATION.							EXPERIENCE.		KANSAS CERTIFICATE HELD.				
		No. years in—			Degrees held.	Major subjects.	Minor subjects.	Name of high school attended.	Name of collegiate institution attended.	No. years as teacher.		Kind of certificate. (See foot note below before filling this column).	Date issued.	Date expires.	By whom issued? State Board or one of the teachers' colleges.
		High school.	Normal school.	College or university.						In this school.	In secondary school.				

In giving the kind of certificate held, use the abbreviations enclosed in parentheses. Certificates valid for teaching in accredited high schools are as follows:
 Issued by State Board of Education—Life certificate (Life); Three-year renewable for life (3-yr.—L.); Three-year renewable for three-year periods, when valid for teaching in accredited high schools and when so stated on the face of the certificate (3-yr.—3); Special certificates good for teaching the branch specified (Sp. in—); Temporary certificate good for one year only (Temp.); High School certificate granted because the holder was teaching in an accredited high school March 26, 1915 (H. S.); High School certificate granted in accordance with Laws 1919, ch. 259, sec. 3.
 Issued by Kansas State Teachers' Colleges—Life Diploma, granted on completion of the four-year college course (Life D.); Life certificate, granted on completion of a two-year college course, valid in junior high schools, and valid in senior high schools if granted prior to September 1, 1916 (Life C.); Special certificate, valid for branches named in certificate (Sp. in—).
 If a change of name has occurred since the certificate was issued, indicate clearly the name as it appears on the certificate. Every teacher in your High School should be listed each year. List study hall supervisor as such.

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.	Full-time high school.
	Part-time high school.
	Grade school.
	Total number in system.
No. classes taught by superintendent.	
Total school enrollment.	Total enrollment in high school.
	Total enrollment in grades.
Type of high-school organization.	
Type of district organization.	
Salary.	
SCHOLASTIC PREPARATION.	High school.
	Normal school.
	College or university.
	Degree held.
	Major subjects.
	Minor subjects.
	Name of high school attended.
	Name of college or university attended.
EXPERIENCE.	No. years as teacher.
	In secondary school.
Kind of certificate.	KANS. cert. held.

EMPORIA, KAN., 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 for which I am asking you from official reports for 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 have greater validity and reliability. I am asking you for this information after receiving permission to do so 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 or 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,

.....

