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(SIXTEENTH OF THE SERIES)



A STUDY OF THE STATUS OF THE
RURAL HIGH SCHOOL PRINCIPAL
IN KANSAS

By
LYLE WARREN HILBERT



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EDITOR'S INTRODUCTION

It is difficult to say where one is going when he doesn't know where he is. The homely statement is the basis for all of the so-called "status" studies. To the writer the worth of a "status" study is determined by applying exactly the same measures as one applies to any other bit of research. The first measure is that of validity. To ask if a study is valid is to ask if it is of sufficient importance to be worthy of the time and effort it has taken; if it does what it sets out to do; if the method of attack has in it the possibilities of finding out what the researcher wishes to find out. The second measure of a good study, whether of the "status" variety or some other, is that of reliability. Granting that the study is valid, how well does it measure what it does measure? Will another worker get the same results using similar techniques? Will the study repeated by the same researcher, using different techniques, get results that are for practical purposes the same? Consistency and agreement are ever good synonyms for reliability.

Mr. Hilbert establishes the validity of his study to a considerable extent in the first sentence he writes. He depends for his reliability on the accuracy of official reports made by rural high-school principals to the office of the state department of education; on his ability to transcribe data accurately and completely, as well as his ability to determine what data were pertinent to his study. There is evidence to support the statement that Mr. Hilbert has done carefully and thoroughly what he set himself to do: determine the status of the rural high-school principal in Kansas.

In the important factors of training and experience Mr. Hilbert has found the rural high-school principals are not lacking. He has found that they need offer no apology to other schoolmen of the state in any of the various characteristics which make for adequacy in administering schools. He has determined definitely what everyone has accepted without proof, that they have man-sized jobs.

Mr. Hilbert has found the typical rural high-school principal to be a man who has taught fourteen years and is approximately 35 years of age. He receives a salary between \$1,500 and \$2,000 a year and has held his present job four years. He holds a master's degree from a Kansas state-supported institution. Although he has five teachers in his staff, he nevertheless teaches four classes a day himself.

Studies in Education again acknowledges its indebtedness to the State Department of Education for its professional courtesy in making available files and official records for Mr. Hilbert's use.

EDWIN J. BROWN, Editor.

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CHAPTER I

INTRODUCTION

THE NATURE OF THE STUDY

This study has as its main objective an investigation to determine the status of the rural high-school principal of Kansas and to ascertain his professional position in relation to other administrators with comparable positions.*

Neal M. Wherry¹ makes the following statement regarding the rural high-school principal of Kansas: "In a few words, this study shows the typical Kansas secondary school principal to be teaching in a rural high school of about eighty-three enrollment for a salary of some \$1,800."

SCHOOL

Bolton, Cole, and Jessup² make the following comments regarding the small administrator: "Practically all school administrators begin in small communities and nearly all must remain in small communities during their entire professional life. They should not regret this fact. The school executive in a small school system has a man-size job, worthy of the best professional talent, skill, and service."

PREVIOUS STUDIES

Herbert L. Sloan³ made an extensive study of all the secondary school administrators of Kansas in 1930. The greater part of the information used in his study came from the *High-School Principal's Report* which is filled out by the administrators themselves and is filed at the office of the state superintendent of public instruction in Topeka, Kan.

Neal M. Wherry⁴ made a study, in 1934, of all the secondary school principals in Kansas. He gathered data, by the questionnaire method, from approximately four hundred high-school principals, representing all classes of high schools in Kansas. His study includes rural high-school principals, as well as the principals of the first-, second-, and third-class city high schools of Kansas.

Howard B. Cuer⁵ made a study comparable to Sloan's in 1930 which dealt with 175 third-class city superintendents in Kansas. Their position and educational responsibility were found to be comparable to that of the rural high-school principals.

* This study was made under the direction of Edwin J. Brown, Kansas State Teachers College, Emporia.

1. Neal M. Wherry, *Status of the Secondary School Principal of Kansas*. Unpublished Master's Thesis, Department of Education, University of Kansas, 1934, p. 76.

2. Frederick Elmer Bolton, Thomas Raymond Cole, and John Hunnicut Jessup, *The Beginning Superintendent*. New York: Macmillan Co., 1937, p. 18.

3. Herbert L. Sloan, *A Study of the Status of Public-School Administrators in Kansas*. Studies in Education Bulletin, Graduate Division, Kansas State Teachers College, Emporia, vol. 1, No. 2, June, 1930.

4. Wherry, *op. cit.*, p. 4.

5. Howard B. Cuer, *Experience, Training, Tenure, and Salaries of 175 Superintendents in Kansas*. Unpublished Master's Thesis, University of Kansas, Lawrence, 1930, p. 3.

Eikenberry⁶ made an extensive study in 1923 relative to the field of high-school administration. He gathered data from all sections of the country, by the questionnaire method. His findings are based on the information contained in 1,510 questionnaires filled out and returned to him from high-school principals in various parts of the country.

Koos⁷ made a study of the high-school principalship in 421 high schools in the United States. In his study the states were divided into the following groups; New England, Middle Atlantic, Southern, Central, and Western. No single division included less than fifty nor more than 147 high schools.

The findings of the previous investigations will be used for comparative purposes and to substantiate the findings of this study.

SCOPE OF THE STUDY

The scope of this study includes all rural high-school principals in Kansas. The Class A, Class B, Class C, and two-year approved high schools are considered under separate heads.

Table I gives the number of rural high schools for which data were available.

TABLE I
NUMBER OF KANSAS RURAL HIGH SCHOOLS USED IN THIS STUDY

TYPE OF SCHOOL.	Number.
Class A.....	90
Class B.....	143
Class C.....	71
Two-year approved.....	2
Total.....	306*

Read table thus: The schools in this table are grouped according to four classifications found in the *Kansas Educational Directory*,⁸ 1937-'38.

METHOD OF PROCEDURE

This study was suggested by numerous discussions with various school administrators as to the status of the rural high-school principal, and the comparative rank of his position with other school administrative positions in Kansas.

The broad lines upon which this investigation was carried out were as follows:

1. Letters were sent to the directors of the graduate departments of all colleges and universities in Kansas that offer graduate work to find out if any study had been made, or was being made at the present time, on the status of the rural high-school principal. All reported no such study had been or was being made in their schools.

* Disagreement with the number which may appear in later tables is caused by failures of principals to report on every item.

6. 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.

7. Leonard V. Koos, *The High-School Principal*. Boston: Houghton Mifflin Co., 1924.

8. W. T. Markham, *Kansas Educational Directory*, 1937-'38, pp. 34-60. Kansas State Printing Plant, Topeka, 1937.

2. A master sheet was prepared for the purpose of recording data secured from the *High-School Principal's Reports* of rural high schools.

3. Information regarding the training, experience, tenure, salary, and teaching and administrative duties of the different rural high-school principals was secured by carefully examining the 306 *High-School Principal's Reports* of the rural high schools on file at the state superintendent's office at Topeka, Kan.

4. This information, along with information concerning the schools in which the principals work, was recorded on the master sheet in a manner that would facilitate later organization of the material into tabular form.

5. Previous studies in related fields were carefully studied for material which would be of value for comparative purposes. Two such studies were found in the Education Library of Kansas University at Lawrence, Kan., and one in the library of the Kansas State Teachers College of Emporia, Kan.

6. The information secured from the *High-School Principal's Reports* was arranged in tables, and the results obtained from a study of those tables compared with previous findings in related fields.

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 each principal. These reports are on file at the state superintendent's office in Topeka, Kan. The data used for this study were taken from the reports for the current year of 1937-'38.

Other sources of information were the *Kansas Educational Directory*⁹ for 1937-'38, and the *Thirtieth Biennial Report of the State Superintendent of Public Instruction of Kansas*.¹⁰

TYPES OF DATA COLLECTED

The following types of data were collected from the *High-School Principal's Reports* on file at the state superintendent's office at Topeka, Kan., and from the other sources previously mentioned:

1. The enrollments of the different rural high schools over which the different principals have supervision.
2. The number of teachers under the supervision of each rural high-school principal.
3. The professional training and number of years experience of the principal.
4. The degrees and certificates held by the different rural high-school principals.
5. The tenure of the different principals in their present position.
6. The salaries paid to the rural high-school principals.
7. The teaching field and number of classes taught by the different rural high-school principals.

DEFINITION OF TERMS

The term *administrator* is used to refer to superintendents and principals who receive their authority directly from the board of education and who are in direct charge of the school systems.

Rural high schools are those high schools organized under the rural high-school laws of 1911 and 1917.

9. *Ibid.*, pp. 34-40.

10. W. T. Markham, *Thirtieth Biennial Report of the State Superintendent of Public Instruction of Kansas*. Kansas State Printing Plant, Topeka, Kansas, 1936, pp. 408-433.

Class A high schools are those high schools which meet all standards prescribed in the *Handbook on Organization and Practices for the Secondary Schools of Kansas*¹¹ satisfactorily, and, in addition, offer a curriculum best suited to the needs of the community and employ instructors with special preparation in their teaching field.

Class B high schools are those schools barely meeting the standards prescribed.¹²

Class C high schools are those high schools not meeting the requirements of a Class A, or Class B high school, but approved by the State Board of Education.

Two-year approved high schools are those high schools approved by the State Board of Education to offer the ninth and tenth years of high-school work.

Teaching field is the term used in this study to apply to the subjects taught in the high schools by the different principals.

PRESENTATION OF DATA

The data gathered have been classified and are presented in statistical tables. The median is used as a measure of central tendency, and the arithmetic mean or average for comparative purposes. The first and third quartiles and the quartile deviations are employed in many tables to facilitate comparison. An analysis or discussion accompanies each table.

11. W. T. Markham, *Handbook on Organization and Practices*. Kansas State Printing Plant, Topeka, Kansas, 1936, pp. 53-63.

12. *Ibid.*

CHAPTER II

SALARY, EXPERIENCE, AND TENURE OF RURAL HIGH-SCHOOL PRINCIPALS OF THE DIFFERENT CLASS HIGH SCHOOLS OF KANSAS

Table II shows the salaries received by the rural high-school principals of Kansas. The data used in this table were taken from 298 *High-School Principals Reports*. These data have been divided into three groups, in order that comparisons may be made between the salaries paid in the Class A, Class B, and Class C schools.

TABLE II

SALARY DISTRIBUTION IN THE CLASS A, CLASS B, AND CLASS C RURAL HIGH SCHOOLS OF KANSAS

	Annual salary of principals.			
	Class A.	Class B.	Class C.	All rural high schools.
Number reported.....	89	141	68	298
Highest.....	\$3,380.00	\$2,400.00	\$1,740.00	\$3,380.00
Average.....	1,778.04	1,479.86	1,241.13	1,511.26
Lowest.....	1,250.00	1,100.00	600.00	600.00
Range.....	2,130.00	1,300.00	1,140.00	2,780.00
First quartile.....	1,562.50	1,350.00	1,125.00	1,305.00
Median.....	1,750.00	1,450.00	1,255.00	1,450.00
Third quartile.....	1,890.00	1,600.00	1,350.00	1,665.00
Quartile deviation.....	163.75	125.00	112.50	180.00

Read table thus: The highest salary paid to a Class A rural high-school principal is \$3,380. The average is \$1,778. The lowest is \$1,250. The range of Class A salaries is \$2,130.

There is a wide range of salaries found in the three classes of schools. The highest salary, \$3,380, is found in a Class A school. It is \$980 greater than the highest salary in the Class B group, and \$1,640 more than the highest salary found in the Class C group. The lowest salary paid to any rural high-school principal is \$600. The range between the lowest salary, which is found in the Class C group, and the highest, which is in the Class A group, is \$2,780. A study of the medians shows a marked tendency toward a salary increase with the size of schools. The median for the Class C schools is \$1,255; for the Class B schools \$1,450; and for the Class A schools it is \$1,750. It is interesting to note that the median for the Class B schools (\$1,450) is identical to that of all the schools. The median increase is \$195 from the lowest to the middle-class schools, and \$300 from the middle- to the highest-class schools. The average salaries paid in the three classes of schools shows the same trend as the medians reveal. The quartile deviation for all rural high schools is \$180; for Class A schools \$163.75; for Class B schools \$125; and for Class C schools it is \$112.50. A study of the table shows the average salary of both the Class A and Class B schools is greater than the median of those schools, but the median salary of the Class C schools is greater than the average. The average

of the Class A and Class B schools is influenced pronouncedly by a few unusually high salaries.

Sloan¹ found in his study of the salaries of 649 administrators of the first-, second-, and third-class city high schools in Kansas that the median salary for all administrators was \$2,270. His study shows the highest salary paid to any third-class city superintendent in 1930 was \$4,000, and the median for third-class administrators was \$2,220. Wherry's² investigation reveals the median salary paid to Kansas high-school principals in 1934 was \$1,808.62. His study showed an actual range from \$100 to \$4,750. The low salary, \$100, was paid to the principal of a parochial school, and likely included living expenses in full. Sloan³ found the range of salaries for administrators in 1930 was \$7,050.

Cuer⁴ found the 168 superintendents of third-class cities included in his study had yearly salaries ranging from \$1,350 to \$3,800, with a median salary of \$2,288.

ENROLLMENT AND SALARIES OF CLASS A RURAL HIGH-SCHOOL PRINCIPALS

Table III shows the enrollments of the Class A rural high schools; the salaries paid in those schools; and the frequency of the different salaries paid in the different size schools.

TABLE III

ENROLLMENTS AND SALARIES PAID IN CLASS A RURAL HIGH SCHOOLS

ENROLLMENT.	Salary.					Total.
	\$3,000- \$3,499.	\$2,500- \$2,999.	\$2,000- \$2,499.	\$1,500- \$1,999.	\$1,000- \$1,499.	
800-809.9.....	1					1
330-339.9.....		1				1
300-309.9.....		1				1
230-239.9.....				1		1
210-219.9.....			1			1
190-199.9.....			1	1		2
180-189.9.....			1	1		2
170-179.9.....			1			1
160-169.9.....			1	2	1	4
150-159.9.....				2		2
140-149.9.....				2	2	4
130-139.9.....				2	3	5
120-129.9.....			1	11	1	13
110-119.9.....				5		5
100-109.9.....			2	7	1	10
90- 99.9.....			1	4	5	10
80- 89.9.....				8	3	11
70- 79.9.....			1	6	1	8
60- 69.9.....				2	1	3
50- 59.9.....				2	1	3
40- 49.9.....					1	1
Totals.....	1	2	14	57	15	89

Read table thus: There was one school, with an enrollment between 800 and 810, which paid its principal a salary between \$3,000 and \$3,500. Read in like manner other salary intervals.

1. Herbert L. Sloan, *A Study of the Status of the Public School Administrator of Kansas*. *Studies in Education* Bulletin, Graduate Division, Kansas State Teachers College, Emporia, 1930, p. 12.

2. Neal M. Wherry, *Status of the Secondary School of Kansas*. Unpublished Master's Thesis, Department of Education, Kansas University, Lawrence, 1934, p. 15.

3. Sloan, *op. cit.*, p. 11.

4. Howard B. Cuer, *Experience, Training, Tenure, and Salaries of 175 Superintendents of Schools in Kansas*. Unpublished Master's Thesis, Department of Education, Kansas University, Lawrence, 1930, p. 75.

There is a wide range of salaries paid to principals of Class A rural high schools.⁵ The highest salary paid in this class school is \$3,380, while the lowest salary paid in the same class school is \$1,250. The actual range of salaries paid in Class A rural high schools is \$2,130. The enrollment of the school paying the highest salary is 803, and of the school paying the lowest, 95. The range of enrollment between the school paying the highest salary and the lowest is 708.

There are more Class A rural high-school principals receiving between \$1,500 and \$1,999 than any other salary range. Fifty-seven different schools pay salaries between these figures. It is interesting to note that thirteen of that number have enrollments between 120 and 130. From these data it appears that the typical Class A rural high school has an enrollment of about 125 and pays its principal approximately \$1,750, which is the median salary of Class A rural high schools.

The average enrollment of Class A rural high schools is 124; the largest is 803; and the smallest is 43. The actual range of Class A enrollments is 760.

ENROLLMENT AND SALARIES OF CLASS B RURAL HIGH-SCHOOL PRINCIPALS

Table IV shows the enrollments of the Class B rural high schools, the salaries paid to the principals in those schools, and the frequency of the different salaries paid in the different size schools.

TABLE IV
ENROLLMENTS AND SALARIES PAID IN CLASS B RURAL HIGH SCHOOLS

ENROLLMENT.	Salaries.			Total.
	\$2,000- \$2,499.	\$1,500- \$1,999.	\$1,000- \$1,499.	
150-159.9.....		1		1
140-149.9.....				0
130-139.9.....				0
120-129.9.....	1			1
110-119.9.....		1	3	4
100-109.9.....		4	1	5
90- 99.9.....		4	3	7
80- 89.9.....		6	7	13
70- 79.9.....		8	5	13
60- 69.9.....	2	9	15	26
50- 59.9.....	1	13	16	30
40- 49.9.....		12	19	31
30- 39.9.....		3	6	9
20- 29.9.....				0
10- 19.9.....			1	1
Totals.....	4	61	76	141

Read table thus: One principal receiving a salary between \$2,000 and \$2,499 is teaching a school with an enrollment between 120-130; two in schools with enrollments between sixty and seventy, and one is in a school with an enrollment between fifty and sixty. Read in same manner for other salary groups.

The data secured from the reports of 141 Class B rural high-school principals show that thirty-one of these schools have enrollments between 40-49.9 and thirty have enrollments between 50-59.9. The salary most frequently paid in Class B rural high schools is between \$1,000 and \$1,499. Salaries between these

5. Cf. ante, p. 8.

two figures are paid to seventy-six principals in this class school, and sixty-one receive between \$1,500 and \$1,999. From these data it appears the typical Class B rural high-school principal is found in schools having an enrollment of about fifty-five and is receiving a salary of about \$1,450.

The largest enrollment found in any Class B rural high school is 152 and the smallest enrollment is nineteen. The highest paid principal is found in a school with an enrollment of 123. He receives a salary of \$2,400, while the lowest paid is found in a school with an enrollment of 112. This principal's salary is \$1,100. It is worthy of note that the principal of the smallest Class B rural high school (19 enrollment) receives a salary of \$1,250.

The average enrollment of Class B rural high schools is sixty-four. Only eleven of the 141 schools in Class B have enrollments above one hundred, while forty-three Class A schools have enrollments of more than one hundred.

ENROLLMENT AND SALARIES OF CLASS C RURAL HIGH-SCHOOL PRINCIPALS

Table V shows the enrollments for the Class C rural high schools, the salaries paid in those schools, and the frequency of the different salaries paid in the different size schools.

The range of salaries in the Class C rural high schools is \$1,140. The highest salary is \$1,740 and the lowest is \$600. The principal receiving the lowest salary is a Catholic Sister who is the principal of a rural high school with an enrollment of twenty-five. It is quite probable that she receives some portion of her living expenses from sources other than public-school funds. There are more Class C rural high schools with enrollments between thirty and forty than any other group. Fifty-nine of the sixty-nine principals of this group receive salaries between \$1,000 and \$1,499.

TABLE V

ENROLLMENTS AND SALARIES PAID IN CLASS C RURAL HIGH SCHOOLS

ENROLLMENT.	Salary.			Total.
	\$1,500- \$1,999.	\$1,000- \$1,499.	\$500- \$999.	
140-149.9.....		1		1
70- 79.9.....	2			2
60- 69.9.....	1	5		6
50- 59.9.....	1	9		10
40- 49.9.....		12	1	13
30- 39.9.....	1	19	2	22
20- 29.9.....		8	1	9
10- 19.9.....		5	1	6
Totals.....	5	59	5	69

Read table thus: There are two principals receiving between \$1,500 and \$2,000 in schools with enrollments between seventy and eighty; one in a school with an enrollment between sixty and seventy; one in a school with an enrollment between fifty and sixty; and one in a school with an enrollment between thirty and forty.

The largest Class C rural high school has an enrollment of 142, and its principal receives a salary of \$1,350, while the smallest has an enrollment of ten and pays its principal \$900.

Table VI is a summary of Tables III, IV, and V. An examination of the table shows the general tendency of salaries to rise with the increase in enrollments. The highest salary is paid to the principal of the largest rural high school. It is the outstanding rural high school in the state, with an enrollment of 803. The next two largest high schools have enrollments above 300 and pay the next largest salaries.

TABLE VI

SUMMARY OF TABLES III, IV AND V, SHOWING RELATIONSHIP BETWEEN ENROLLMENTS AND SALARIES PAID IN CLASS A, CLASS B, AND CLASS C RURAL HIGH SCHOOLS

ENROLLMENT.	Salary.						Total.
	\$3,000- \$3,499.	\$2,500- \$2,999.	\$2,000- \$2,499.	\$1,500- \$1,999.	\$1,000- \$1,499.	\$500- \$999.	
800-809.....	1						1
330-339.....		1					1
300-309.....		1					1
230-239.....				1			1
210-219.....			1				1
130-199.....			1	1			2
180-189.....			1	1			2
170-179.....			1				1
160-169.....			1	2	1		4
150-159.....				3			3
140-149.....			2	2	1		5
130-139.....			2	3			5
120-129.....			2	11	1		14
110-119.....				6	3		9
100-109.....			2	11	2		15
90-99.....			1	8	8		17
80-89.....				15	10		25
70-79.....			1	16	6		23
60-69.....			2	12	21		35
50-59.....			1	16	27		44
40-49.....				12	33		45
30-39.....				4	25	2	31
20-29.....					8	1	9
10-19.....					6	1	7
Totals.....	1	2	18	124	152	4	301

Read table thus: There was one school with an enrollment between 800 and 810 which paid its principal between \$3,000 and \$3,500. Read in like manner other salary intervals.

There are more rural high schools with enrollments between forty and fifty than of any other size. Schools with enrollments between fifty and sixty rank second in number. Eighty-nine, or 29.6 percent, of the 301 rural high schools reporting their enrollments have between forty and sixty pupils. More principals receive salaries between \$1,000 and \$1,499 than in any other salary group. There are 152 principals receiving salaries between these two figures, while 124 principals receive salaries between \$1,000 and \$1,999. There are 177, or 58.8 percent, of the 301 rural high-school principals in Kansas receiving salaries between \$1,000 and \$2,000. The salaries most frequently paid in any one size enrollment group are between \$1,000 and \$1,499. Salaries within this range are paid to thirty-three principals in schools with enrollments between forty and fifty.

EXPERIENCE OF RURAL HIGH-SCHOOL PRINCIPALS
AND EFFECTS UPON POSITIONS HELD

Table VII shows the total number of years teaching experience of the rural high-school principals of Kansas. The data used in this table were taken from the reports submitted by 293 high-school principals. These data have been divided into Class A, Class B, and Class C for the purpose of comparison.

Table VII indicates that the experience of the rural high-school principals is distributed over a comparatively wide range. The longest period of service in school work is found to be forty-four years and the shortest is one year. There is a definite tendency for both medians and averages to increase with the advance in classifications. The median number of years experience of Class C rural high-school principals is eleven years; Class B, thirteen; and Class A, thirteen years, or the same as for the Class B schools. The average number of years experience for a rural high-school principal in a Class C school is 12.6 years; Class B, 13.5 years; and for Class A schools, 15.9 years; while the average for all rural high-school principals is 14.02 years.

TABLE VII
DISTRIBUTION OF THE EXPERIENCE OF CLASS A, CLASS B, AND CLASS C RURAL
HIGH-SCHOOL PRINCIPALS

	Number of years experience of the rural high-school principals.			
	Class A.	Class B.	Class C.	All.
Number reported.....	87	138	71	296
Highest.....	44	38	34	44
Average.....	15.9	13.5	12.6	14.02
Lowest.....	4	1	1	1
Median.....	15	13	11	13

Read table thus: The greatest number of years experience of any Class A rural high-school principal is 44; the average 15.9; the lowest 4; and the median 15.

Wherry⁶ found the median number of years experience of all Class A secondary-school principals to be 11.9 years; those in Class B, 8.8 years; and in Class C schools 7.9 years.

Sloan⁷ found the shortest period of service of any administrator was one year and the longest thirty-six years. He found the medians increased with the size of the school system; that for the third-class cities being 7.74 years; the second-class cities, fifteen years; and for the first-class city group, nineteen years. The median for the three groups combined was 8.24 years. His data showed that administrators with the greatest amount of experience in secondary school work were found in the larger school systems.

6. Wherry, *op. cit.*, p. 16.

7. Sloan, *op. cit.*, p. 45.

TABLE VIII
EDUCATIONAL EXPERIENCE OF THE RURAL HIGH-SCHOOL PRINCIPALS OF
KANSAS

YEARS EXPERIENCE.	Number of principals.			Total.	
	Class A.	Class B.	Class C.	Number.	Percent.
1.....		1	2	3	0.9
2.....		1	2	3	.9
3.....		2	2	4	1.2
4.....	1	3	4	8	2.5
5.....		2	4	6	1.8
6.....		3	4	7	2.2
7.....		10		10	3.2
8.....	8	6	8	22	6.9
9.....	3	10	5	23	7.3
10.....	2	10	8	20	6.3
11.....	7	8	5	21	6.6
12.....	5	11	5	21	6.6
13.....	8	14		22	6.9
14.....	15	11	2	28	8.8
15.....	11	9	3	23	7.3
16.....	6	7	6	19	6.0
17.....	6	5	4	15	4.7
18.....	4	2	1	7	2.2
19.....	1	4	2	7	2.2
20.....	6	2		8	2.5
21.....	3	2	2	7	2.2
22.....	1	1		2	.6
23.....	1		1	2	.6
24.....		4	1	5	1.6
25.....		2	3	5	1.6
26.....	1	2		3	.9
27.....			1	1	.3
29.....	1	1		2	.6
30.....		2	1	3	.9
31.....	3		1	4	1.2
33.....		2		2	.6
34.....			1	1	.3
38.....		1		1	.3
44.....	1			1	.3

Read table thus: One principal in a Class A rural high school has had four years experience; eight have had eight years experience; and three have had nine years. Read in like manner for the other class schools.

There are three principals of rural high schools who have had no previous teaching experience. This is 0.9 percent of the total number of rural high-school principals. Two are found in Class C schools and one in a Class B rural high school. There are more principals with fourteen years' teaching experience than any other period of professional service. One principal of a Class A school has had forty-four years' experience. Attention should be called to the fact that 224 or 75.6 percent of the rural high-school principals have had between six and seventeen years' teaching experience. There is no evidence to show that principals with long periods of experience hold better positions than those with less experience. An examination of Table VIII shows that the principals of Class A and Class B schools have had about the same number of years experience, while those in Class C schools have had slightly less. Forty-seven of the rural high-school principals report having had elementary school teaching experience. Two principals report sixteen years' teaching experience in the elementary schools, and three report fifteen years' experience in those schools. The average elementary-school experience of the forty-seven principals reporting is 5.5 years, and the median is 3.5 years.

. RELATIONSHIP BETWEEN EXPERIENCE AND SALARIES OF
RURAL HIGH-SCHOOL PRINCIPALS

Table IX shows the relationship between the experience of rural high-school principals and the salaries they receive. The principal receiving the highest salary has had sixteen years' teaching experience, and the three receiving the next highest salaries have had thirteen, sixteen, and nineteen years', respectively. Of the six receiving below one thousand dollars, five have had seventeen or more years' experience as teachers. There is a slight tendency for salaries to increase with an increase of experience up to about the sixteenth year, then there is a gradual decline in salaries.

TABLE IX
EXPERIENCE AND SALARIES PAID TO KANSAS RURAL HIGH-SCHOOL
PRINCIPALS

EXPERIENCE.	Salary.						Total.	
	\$3,000- \$3,499.	\$2,500- \$2,999.	\$2,000- \$2,499.	\$1,500- \$1,999.	\$1,000- \$1,499.	\$500- \$999.	No.	Percent.
1.					2	1	3	1.0
2.				1	2		3	1.0
3.				2	2		4	1.4
4.				2	7		9	3.1
5.				1	5		6	2.1
6.				1	5		6	2.1
7.				5	5		10	3.5
8.				3	5		8	2.8
9.			2	5	11		18	6.3
10.				6	14		20	6.9
11.				11	10		21	7.3
12.				8	13		21	7.3
13.		1		15	4		20	6.9
14.				15	11		26	9.1
15.			3	12	8		23	8.0
16.	1	1	2	6	8		18	6.3
17.			1	7	5	2	15	5.2
18.			2	1	4		7	2.4
19.		1	1	4	1		7	2.4
20.			1	4	1	1	7	2.4
21.			1	1			2	.7
22.				1		1	2	.7
23.				1	4		5	1.7
24.					5		5	1.7
25.				3			3	1.0
26.			1		1		2	.7
29.			1	1	1		3	1.0
30.					3		3	1.0
31.			1	2		1	4	1.4
33.				1	1		2	.7
34.					1		1	.3
38.					1		1	.3
44.					1		1	.3

Read table thus: One principal receiving between \$2,500 and \$3,000 has had thirteen years' experience; one has had sixteen years' experience, and one has had nineteen years' experience.

Wherry⁸ found, in his study of the status of all secondary-school principals in Kansas, that experience had considerable effect on salary. His study shows that except for those principals receiving below \$1,000 there is a definite trend to a larger median of years' experience through the different salary levels.

8. Wherry, *op. cit.*, p. 16.

TENURE OF RURAL HIGH-SCHOOL PRINCIPALS IN THE CLASS A, CLASS B, AND CLASS C HIGH SCHOOLS

Table X shows the tenure of the rural high-school principals in their present position. The data used in this table were taken from 293 *High-School Principals' Reports*. These data have been divided into Class A, Class B, and Class C for the purpose of comparison.

Table X points out that the principal with the longest tenure in his present position is in a Class B rural high school. He has been in his present position nineteen years. Principals serving the first year in their present positions are found in all three classes of schools. It is interesting to note that the median tenure for all rural high-school principals is three years, and that it is, also, the median for each of the three classes of schools. The highest average tenure of principals is found in the Class A schools; it is 4.5 years. Class B principals have an average tenure of 4.3 years, and Class C principals have the lowest with an average of 3.2 years.

TABLE X

TENURE OF RURAL HIGH-SCHOOL PRINCIPALS IN THE CLASS A, CLASS B, AND CLASS C HIGH SCHOOLS

	Tenure of rural high-school principals in their present positions.			
	Class A.	Class B.	Class C.	All.
Number reported.....	89	142	71	302
Highest.....	15	19	12	19
Average.....	4.5	4.3	3.2	4.1
Lowest.....	1	1	1	1
Median.....	3	3	3	3

Read table thus: The highest tenure of any Class A rural high-school principal is fifteen years; the average 4.5; the lowest one year; and the median three years.

Wherry⁹ found the median number of years tenure for all secondary-school principals of Kansas was 3.9, indicating that there is a complete turnover of the principalship on the average at the close of each fourth year.

Cuer¹⁰ found the tenure of the third-class city superintendents of Kansas to have a range of one to twenty-four years, and that the median tenure of a third-class city superintendent was slightly over three years. He found that fifty percent of the superintendents had been in their present position from 1.74 years to 4.88 years.

SUMMARY

1. The salaries of rural high-school principals in Kansas range from \$600 to \$3,380. The average salary in this type of school is \$1,511.26, and the median salary paid in Kansas schools of this type is \$1,450.

2. There is a tendency for the salaries of principals to increase with increase of enrollments.

9. *Ibid.*, p. 73.

10. Cuer, *op. cit.*, p. 73.

3. The typical Class A Kansas rural high school has an enrollment of about 125, and pays its principal approximately \$1,750.

4. The typical principal of a Class B rural high school is found in a school having an enrollment of about fifty-five and is receiving about \$1,450 annually.

5. Fifty-nine of the sixty-nine Class C rural high-school principals receive salaries between \$1,000 and \$1,500, and the median salary in this class school is \$1,255.

6. More rural high-school principals receive salaries between \$1,000 and \$1,500 than in any other salary group.

7. The average number of years teaching experience of rural high-school principals in Kansas is 14.02 years, and the median is thirteen years.

8. There are more principals with fourteen years' experience than is found in any other period of professional service, and 224, or 75.6 percent of all the rural high-school principals in Kansas, have had between six and seventeen years of teaching experience.

9. Forty-seven rural high-school principals report that they have had teaching experience in elementary schools. The average number of years experience in this group is 5.5 years, and the median is 3.5 years of elementary experience.

10. There is no evidence to show that principals with long periods of experience hold better positions than those with less experience.

11. There is a slight tendency for salaries to increase with experience up to the sixteenth year, after which there is a gradual decline.

12. The median tenure of rural high-school principals in their present positions is three years. The tenure is the same for all three classes of rural high schools in Kansas.

13. There seems to be no relationship between the experience and tenure or salaries and tenure of the Kansas rural high-school principals.

CHAPTER III

EDUCATIONAL TRAINING OF THE RURAL HIGH-SCHOOL PRINCIPALS OF KANSAS

The following chapter deals with the training of the rural high-school principals of Kansas. Information regarding their professional training will be presented from the following viewpoints: (1) Undergraduate colleges attended; (2) the academic degrees which they hold; (3) advanced professional training in graduate school; and, (4) certificates held by them.

Cubberley¹ makes the following statement regarding the educational training of school administrators:

“The position of a modern school administrator, 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 (principalship) at thirty, and a large and important position at forty, is about what a young man desiring to prepare for the work should be content to expect. It is a position for which years of careful preparation should be made, and, given equal native ability, the more careful has been the preparation the larger is likely to be the ultimate success.”

TYPES OF EDUCATIONAL INSTITUTIONS ATTENDED BY KANSAS RURAL HIGH-SCHOOL PRINCIPALS

Table XI shows by number the colleges in which Kansas rural high-school principals received their undergraduate training.

Table XI shows that more rural high-school principals received their undergraduate training in the three Kansas State Teachers Colleges than in any

TABLE XI
COLLEGES IN WHICH THE RURAL HIGH-SCHOOL PRINCIPALS RECEIVED THEIR TRAINING

Name of undergraduate institutions attended.	Number of principals.						Total.	
	Class A.		Class B.		Class C.		No.	Percent.
	No.	Percent.	No.	Percent.	No.	Percent.		
K. S. T. C. of Emporia.....	18	20.5	20	14.3	11	14.8	49	16.2
Fort Hays State College.....	9	10.2	17	12.0	7	9.5	33	10.9
K. S. T. C. of Pittsburg.....	5	5.7	5	3.5	9	12.2	19	6.3
Kansas University.....	5	5.7	13	9.3	7	9.5	25	8.2
Kansas State College.....	6	6.8	15	10.6	9	12.2	30	9.9
Wichita University.....	0	0.0	3	2.0	1	1.3	4	1.3
All denom'l colleges in Kan.,	28	31.8	47	33.4	18	24.3	93	30.7
Out-of-state colleges.....	17	19.3	21	14.9	12	16.2	50	16.5
Total.....	88	100	141	100	74	100	303	100

Read table thus: Eighteen, or 20.5 percent of the Class A rural high-school principals of Kansas, received their undergraduate training at the Kansas State Teachers College of Emporia; nine, or 10.2 percent, received their training at Fort Hays State College; and five, or 5.7 percent, received their undergraduate training at the Kansas State Teachers College of Pittsburg. Read in like manner for the other institutions.

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

other class of educational institution. It is significant that 101, or 33.4 percent of the principals, received their training in these three institutions, while ninety-three, or 30.7 percent, were trained in the denominational colleges of Kansas. The combined denominational colleges, however, trained more than Kansas University and Kansas State College combined. Kansas State Teachers College of Emporia has trained more rural high-school principals than any other one college or university, while reports made by principals indicate that McPherson College leads the private institutions. Fifty rural high-school principals received their educational training outside the state of Kansas. This is 16.5 percent of the total number. Several received their college training at Lane College, formerly located at Lecompton, Kan., and others at Campbell College, which was located at Holton, Kan.

Sloan² found a similar condition existing in the study of the types of institutions attended by Kansas administrators. His study showed that the largest number of Kansas administrators (included all administrators) has attended the State Teachers Colleges, and that the older Emporia institution claimed more than any other. He found that private institutions had been responsible for the training of the next largest group.

DISTRIBUTION OF "ACADEMIC DEGREES" AMONG THE PRINCIPALS OF KANSAS RURAL HIGH SCHOOLS

Table XII shows the distribution of academic degrees among the rural high-school principals of Kansas. The total number of degrees given in the table (423) exceeds the total number of principals holding those degrees, as many of the principals hold more than one degree.

TABLE XII

DISTRIBUTION OF "ACADEMIC DEGREES" AMONG THE PRINCIPALS OF KANSAS RURAL HIGH SCHOOLS

Academic degrees held by the rural high-school principals.	Class A.		Class B.		Class C.		Total.	
	No.	Percent.	No.	Percent.	No.	Percent.	No.	Percent.
	135*		210*		80*		423*	
B. S.	47	34.8	82	39.1	38	47.5	167	39.5†
A. B.	40	29.7	55	26.2	30	37.5	125	29.5
B. of Ph.			1	.5			1	.2
B. of Ped.			1	.5			1	.2
M. A.	23	14.8	29	17.7	5	8.7	57	13.5
M. S.	20	17.0	37	13.9	7	6.3	62	14.6
M. E.	3	2.3	4	1.9			7	1.7
M. of Ph.	1	.8	1				2	.5
M. H.	1	.8					1	.2

Read table thus: Forty-seven of the Class A rural high-school principals hold B. S. degrees; forty hold A. B. degrees; twenty-three hold M. A. degrees; twenty hold M. S. degrees; and three hold M. E. degrees.

*These totals exceed the total number of rural high-school principals, as many principals hold more than one degree.

†It should be noted that 34.8 percent does not mean that 34.8 percent of the principals hold B. S. degrees, but that 34.8 percent of all degrees held are of that classification.

2. Herbert L. Sloan, *A Study of the Status of Public School Administrators in Kansas*. Studies in Education Bulletin, Graduate Division, Kansas State Teachers College, Emporia, vol. 1, No. 2, June, 1930.

An examination of Table XII shows that more of the rural high-school principals hold bachelor of science degrees than any other degree. Of the 423 degrees reported, 167 were bachelor of science; 125 were bachelor of arts; while one bachelor of pedagogy and one bachelor of philosophy was reported. The type of undergraduate degree held by the principal seems to have little or no relationship to the position he holds.

ADVANCED PROFESSIONAL TRAINING OF THE RURAL HIGH-SCHOOL PRINCIPALS OF KANSAS

Eikenberry³ expressed the opinion that "only successful high-school teachers who have had specific training for the principal's work should be allowed entrance to the profession."

There is a definite trend at the present time for state boards of education to require that administrators be holders of the master's degree. The State Board of Education of Kansas passed a ruling⁴ which became effective for the school year 1934-1935 requiring administrators of Class A and Class B high schools to hold a master's degree and to have a minimum of six semester hours of graduate work in education and a minimum of two years' experience in teaching or administration. Administrators engaged in administrative work in a Class A or Class B school at the time of the adoption of the resolution were declared eligible to continue in such administrative work. As a result of the resolution adopted by the State Board of Education of Kansas, many principals have completed work for the advanced degree within the last four years. There are 139 principals holding master's degrees at the head of Kansas rural high schools at the present time, while many others have completed most of their work and will receive degrees soon. There are more master-of-science degrees held by rural high-school principals than any other graduate degree. Sixty-two principals hold master-of-science degrees, while fifty-seven hold master-of-arts degrees; seven hold master-of-education degrees; two hold master-of-philosophy degrees; and one holds a master-of-history degree.

The graduate schools attended by the rural high-school principals for advanced study are scattered over such a wide range that it would be difficult to attempt to present them in this study.

There is a higher percentage of principals found in Class A rural high-schools with advanced professional training than in the other two classes. Seventy-one of the ninety Class A principals have graduate credit in education. The average amount of graduate work done by these principals is thirty-six hours. In the Class B schools, 101 of the 143 administrators report an average of twenty-one hours, while in the Class C schools only thirty-seven have graduate credit in education and the average is only eighteen hours.

Wherry⁵ found a definite trend for an increase in the percentages of principals holding master's degrees when each salary group is compared to the one next above it.

3. Dan Harrison Eikenberry, "The Professional Training of the High School Principal." *School Review*, vol. 38, No. 7, (September, 1930), pp. 498-509.

4. W. T. Markham, *Handbook on Organization and Practices for Secondary Schools*. Kansas State Printing Plant, Topeka, 1936, p. 55.

5. Neal M. Wherry, *Status of Secondary School Principals of Kansas*. Unpublished Master's Thesis, Department of Education, Kansas University, Lawrence, 1934, p. 35.

Cuer⁶ found the number of semester hours of graduate work in education acquired by the 175 superintendents in third-class city schools had a range of 0-45 hours, with a median of five hours. Fifty of those superintendents had acquired graduate work in education ranging from 2.5 to eighteen hours.

Eikenberry⁷ found that the principals included in his study considered high-school administration, principles of secondary education, advanced educational psychology, and supervision of secondary education the most valuable training for their work.

CERTIFICATION OF THE RURAL HIGH-SCHOOL PRINCIPALS OF KANSAS

Table XIII shows the certification distribution of the three hundred rural high-school principals, giving the name of the certificate as reported by them on the *High-School Principal's Report*.

Three hundred rural high-school principals reported their certification on the *High-School Principal's Report*. Of this number, 179, or 59.3 percent, hold "life certificates" granted by the State Board of Education, and 101, or 33.7 percent, hold "life diplomas" granted by the State Teachers Colleges. Table XIII shows that 93 percent hold either "life certificates" or "life diplomas" which are good for life.

TABLE XIII

DISTRIBUTION OF CERTIFICATES HELD BY THE RURAL HIGH-SCHOOL PRINCIPALS OF KANSAS, IN 1937-'38

Certificates held by the principals of rural high-schools of Kansas.	Class A.		Class B.		Class C.		Total.	
	No.	Percent.	No.	Percent.	No.	Percent.	No.	Percent.
Life diploma.....	31	35.6	45	31.5	25	35.7	101	33.7
Life certificate.....	52	59.8	87	60.9	39	55.7	178	59.3
3-year life.....	2	2.3	9	6.3	5	7.1	16	5.3
Permanent..... (High-school laws of 1915.)	2	2.3	2	1.3	1	1.5	5	1.7
Totals.....	87	143	70	300

Read table thus: Thirty-one of the Class A rural high-school principals hold life diploma certificates; fifty-two hold life certificates; two hold 3-year life certificates; and two hold permanent certificates.

SUMMARY

1. More Kansas rural high-school principals received their training in Kansas State Teachers Colleges than in any other class of educational institution. The denominational colleges of Kansas rank second as training institutions for rural high-school principals.

2. More principals received their training in the Kansas State Teachers College of Emporia than in any other one institution, while McPherson College leads the denominational colleges in this type of work.

6. Howard B. Cuer, *Experience, Training, Tenure, and Salaries of 175 Superintendents of Schools in Kansas*. Unpublished Master's Thesis, Department of Education, Kansas University, Lawrence, 1930, p. 51.

7. Eikenberry, *loc. cit.*

3. The bachelor-of-science degree is held by more rural high-school principals in Kansas than any other degree.

4. The kind of undergraduate degree held by the principal seems to have little or no relationship to the position he holds.

5. There are 139 rural high-school principals with master's degrees, while many others have completed most of their work and will receive their degrees soon.

6. The percentage of rural high-school principals holding master's degrees increased with each advance in classification of rural high schools.

7. One hundred seventy-nine, or 93 percent of rural high-school principals, hold either life certificates or life diplomas; five, or 1.7 percent, hold permanent certificates; and sixteen, or 5.3 percent, hold three-year life certificates.

CHAPTER IV

ADMINISTRATIVE FACTORS PERTAINING TO THE
RURAL HIGH-SCHOOL PRINCIPALS OF KANSAS

The administrative and supervisory duties of the rural high-school principal will be considered in this chapter. The principalship of the average Kansas rural high school presents an interesting picture of the teaching principal. He is the educational leader in his community; it is he who formulates the policies of the school, supervises his teachers in administering those plans; and at the same time he is actually teaching along with his teachers. He executes the policies of the board of education and interprets the activities of his school to the community.

The following statement is made in the *Thirtieth Biennial Report of the State Superintendent of Public Instruction of Kansas*:¹

"The rural high school has some compensating advantages over the larger city or county units. The principal has a wonderful opportunity to see that all his plans are carried out with intelligence, and even with a sympathetic attitude."

TYPES OF RURAL HIGH-SCHOOL ORGANIZATIONS

Table XIV shows the different types of school organizations in the Class A, Class B, and Class C rural high schools of Kansas.

TABLE XIV

TYPES OF SCHOOL ORGANIZATIONS OF KANSAS IN WHICH THE RURAL HIGH-SCHOOL PRINCIPALS ARE WORKING

Type of rural high-school organizations in Kansas.	Class A.		Class B.		Class C.		Total.	
	No.	Percent.	No.	Percent.	No.	Percent.	No.	Percent.
		91		143		71		305
8-4.....	84	92.3	133	93.0	68	95.8	285	93.4
6-6.....	5	5.5	9	6.3	2	2.8	16	5.3
6-2-4.....	1	1.1	1	.7	1	1.4	3	1.0
6-3-3.....	1	1.1					1	.3
Totals.....	91	100	143	100	71	100	305	100

Read table thus: There are ninety-one Class A rural high schools. Eighty-four have the 8-4 type of organization; five have the 6-6 plan; and there is one each of the 6-2-4 and 6-3-3 types of organization.

Table XIV shows that 285 of the 305 Kansas rural high schools are organized under the 8-4 plan. Two rural high schools are two-year approved schools and are discussed on a later page of this study.² Sixteen are organized under the 6-6 plan; three under the 6-2-4 plan; and one is of the 6-3-3 plan of organization.

1. W. T. Markham, *Thirtieth Biennial Report of the State Superintendent of Public Instruction of Kansas*. Kansas State Printing Plant, Topeka, Kansas, 1936, p. 17.

2. *Cf. post*, p. 39.

TEACHING STAFF OVER WHICH THE RURAL HIGH-SCHOOL PRINCIPALS HAVE SUPERVISION

Table XV shows the number of teachers over which the Class A, Class B, and Class C rural high-school principals have supervision.

TABLE XV
DISTRIBUTION OF THE TEACHING FORCE IN THE RURAL HIGH SCHOOLS OF KANSAS

	Number of teachers.			
	Class A.	Class B.	Class C.	All.
Number reported.....	90	137	71	298
High.....	31.0	9.0	6.0	31.0
Average.....	7.6	5.1	3.4	5.4
Low.....	4.5	4.0	2.0	2.0
Median.....	6.0	5.0	3.0	5.0
Range.....	26.5	5.0	4.0	29.0

Read table thus: The largest number of teachers found in any Class A rural high school is thirty-one; the average 7-6; the lowest number of teachers in a Class A school is 4.5; and the median number is six.

The above table indicates that the average rural high-school principal has supervision over four teachers, since the principal is considered one of the teachers in the schools as they are used in the table. The largest number of teachers found in any one school is thirty-one; the least two; the average number is 5.4; and the median five, including the principal.

TEACHING LOAD OF THE KANSAS RURAL HIGH-SCHOOL PRINCIPAL

Table XVI shows the teaching load of the rural high-school principals of Kansas. From the data secured from 298 *High-School Principals' Reports*, it is evident that the principal of a rural high school spends more time teaching than in school administration and supervision.

TABLE XVI
NUMBER OF CLASSES TAUGHT BY RURAL HIGH-SCHOOL PRINCIPALS OF KANSAS

	Classes taught by rural high-school principals.			
	Class A.	Class B.	Class C.	All.
Number reported.....	87	140	71	298
High.....	6	8	8	8
Average.....	3.1	3.8	4.9	3.7
Low.....	0	1	3	0
Median.....	3	4	5	4

Read table thus: The greatest number of classes taught by any Class A rural high-school principal is six; the average number of classes taught is 3.1; in some schools the principal teaches no classes; and the median number of classes taught by Class A principals is three.

An examination of table XVI shows clearly that the principal of the average rural high school in Kansas is in reality a teacher with added administrative responsibilities. Data from the reports of 298 rural high-school principals show that the principals teach as high as eight classes. There are two principals who teach no classes. Both of these are in Class A schools. The average number of classes taught by rural high-school principals is 3.7, for all three classes of schools, and the median is four. The median number of classes taught increases one for each class of school. For Class A it is three; for Class B, four; and for Class C, five. The highest number of classes taught in both Class B and Class C schools is eight, while in Class A it is six.

TEACHING FIELDS OF THE RURAL HIGH-SCHOOL PRINCIPALS OF KANSAS

Data secured from the *High-School Principals' Reports* concerning the teaching fields of the rural high-school principals reveal that they are teaching varied subjects and combinations of subjects.

Table XVII shows the twelve subjects and combinations of subjects most frequently taught by the Kansas rural high-school principals.

TABLE XVII
SUBJECTS AND COMBINATIONS OF SUBJECTS MOST FREQUENTLY TAUGHT
BY KANSAS RURAL HIGH-SCHOOL PRINCIPALS

SUBJECT.	Frequency.
Social Science.....	60
Mathematics.....	42
Science.....	42
Science and Mathematics.....	21
Industrial Arts.....	21
Social Science and Science.....	15
Social Science and Mathematics.....	9
Commerce.....	9
English.....	8
Science and Industrial Arts.....	7
Science and Commerce.....	7
English and Social Science.....	6

Read table thus: Sixty rural high-school principals teach social science; forty-two teach mathematics; and forty-two teach science.

TWO-YEAR APPROVED RURAL HIGH SCHOOLS OF KANSAS

There are two two-year approved rural high schools in Kansas. These schools were organized under the rural high-school laws of 1911 and 1917 and are approved by the State Board of Education of Kansas to offer the first two years of high-school work. These rural high schools have enrollments of one and three, respectively. The principalship of one school is held by a man, the other by a woman. One principal has had ten years of experience and draws a salary of \$720; the other, with eleven years of experience, receives \$1,080 per year. The teaching load for one is four classes per day, and for the other, six. The types of certificates held by these principals are a life certificate and a life degree. One is a graduate of a private university and the other of a state teachers college.

SUMMARY

1. There are 285 of the 305 rural high schools included in this study organized under the 8-4 plan; sixteen under the 6-6 plan; three under the 6-2-4 plan; and one under the 6-3-3 plan.

2. The average rural high-school principal in Kansas has supervision over four teachers.

3. The principal of the average rural high school in Kansas is in reality a teacher with added administrative responsibilities, since he teaches four classes a day and supervises one study hall.

4. More rural high-school principals teach social science than any other subject.

5. There are two two-year approved rural high schools in Kansas.

6. The principalship of one two-year approved rural high school is held by a woman, and the other by a man. One receives \$720 and the other receives \$1,080 per year.

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