

N.p.2 g.T (July 1941) 23rd  
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**KANSAS STATE**  
**TEACHERS COLLEGE OF EMPORIA**  
**BULLETIN • OF • INFORMATION**

JULY, 1941

EMPORIA, KANSAS

VOL. 21, No. 7

STUDIES IN EDUCATION NUMBER  
(Twenty-third of the Series)



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

By Charles W. O'Bryant



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Published monthly by Kansas State Teachers College of Emporia. Entered as second-class mail matter at the post office at Emporia, Kansas, under the act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in section 1103, act of October 3, 1917.

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PRINTED BY KANSAS STATE PRINTING PLANT  
W. C. AUSTIN, STATE PRINTER  
TOPEKA 1941  
19-109

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## EDITOR'S INTRODUCTION

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"Progress in social affairs is like an army seeking to advance; it never advances with equal rapidity on all fronts, nor is there ever a substantial gain without some loss."

The foregoing statement applies with striking forcefulness to the position of the school administrator in Kansas during the last decade. Ten years ago (1929-'30), Herbert L. Sloan analyzed the position of the school administrator in Kansas at that time. It was a "status" study and Mr. Sloan was not seeking for causes nor offering reasons for what he found. His research, published in this series (Studies in Education) under date of June, 1930, indicated the position of the Kansas administrator in the scheme of affairs educational with exactness and thoroughness.

Among items considered by Sloan were: the distribution of administrators by size of city, by sex, by salary, by professional training, by tenure, by instructional duties, by district valuation, and finally by certification (degrees) under which the administrators work.

In 1940 Charles O'Bryant used the same techniques used by Sloan in 1930, and analyzed the status of the Kansas school administrator for the school year 1939-'40. Both studies have a high degree of reliability as the official report of the chief school administrator to the State Office of Education was used in each as the basis for the conclusions drawn.

That salaries are decidedly lower, that qualifications of administrators are significantly higher; that experience is greater; that tenure is longer, all are significant facts found by Mr. O'Bryant. The study merits thoughtful consideration by all who are interested in Kansas educational problems.

EDWIN J. BROWN, *Editor.*

# CHAPTER I

## INTRODUCTION

### THE NATURE OF THE STUDY

This investigation has as its main objective a comparison of the status of the public school administrator of Kansas in 1939-'40 with the status of the public school administrator of Kansas in 1929-'30.

### PREVIOUS STUDIES

The master's thesis<sup>1</sup> written by Herbert L. Sloan in 1929-'30, in which he studied the status of public school administrators in Kansas, is used as a basis for comparison.

### THE SCOPE OF THE STUDY

The scope of this investigation includes all public school administrators in Kansas. No school has been omitted. The two-year high schools are considered under a separate heading.

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.....	77
Third-class cities.....	565
Two-year high schools.....	11
Total.....	664

The foregoing table groups the schools according to the three main divisions found in the Kansas Educational Directory,<sup>2</sup> 1939-'40. They are: cities of the first, second, and third classes. Cities having two-year high schools are also listed.

1. Herbert L. Sloan, *A Study of the Status of Public School Administrators in Kansas* (Studies in Education Series, Vol. 1, No. 2. Emporia: Kansas State Teachers College, 1930), 54 pp.

2. George L. McClenny, *Kansas Educational Directory, 1939-'40* (Topeka: Kansas State Printing Plant, 1939), pp. 12-69.

## METHOD OF PROCEDURE

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

1. What is the typical distribution of administrators 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 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 work?
6. What is the amount of experience they have had, both as administrators and in secondary work as teachers?
7. What kind of certificates do these individuals now hold?
8. What is the average tenure of administrators in the school systems of the various cities?
9. What are the significant changes in all these items since the Sloan study of 1930 was made?

## SOURCES OF DATA

In order to have a common basis for comparison, the same sources of information were used for this study as were used by Sloan in his investigation<sup>3</sup> in 1930. The greater part of the information used in this study came from the *High School Principal's Report* of 1939-'40. This report is filled out by administrators themselves and is filed in the state superintendent's office at Topeka, Kan. This information is secured by the state office at the beginning of each school year.

As information desired was not available on the principal's reports from the eleven first-class cities, an informal letter of inquiry was sent to each of these. Ten of these letters were answered with the information needed.

Information needed, but not available on the principal's reports, was secured from *The Kansas Educational Directory*,<sup>4</sup> 1939-'40.

## TYPES OF DATA COLLECTED

Using Sloan's study<sup>5</sup> as a guide, the following types of data were obtained for this comparative study, from the *High School Principal's Report* now on file at the office of the state superintendent of schools at Topeka, Kan., and from the other sources previously mentioned:

1. Individual salaries of administrators.
2. Sex of the individual administrators.
3. Extent of professional training above the high school.
4. Amount of educational experience, both as administrators and instructors in secondary school work.

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3. Sloan, *op. cit.*, pp. 1-54.

4. McClenny, *op. cit.*, pp. 16-69.

5. Sloan, *op. cit.*, pp. 1-54.

5. Extent of administrative responsibility as measured by the 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.
7. Average tenure of administrators in the various systems.

#### DEFINITION OF TERMS

The term "administrator" as used applies to all those in authority regardless of the amount of teaching which is done in addition to their administrative duties.

In communities which provide community and rural high schools, the administrator is called the principal. In reality he is the chief school administrator in the system, and his administrative duties in many cases extend over all the schools in the community.

There are eleven communities in Kansas which have two-year approved high schools. These schools are treated separately because they are not really high schools and their inclusion in the data of the third-class cities would provoke unreliability.

The communities offering a four-year high school course are grouped according to the classification found in *The Kansas Educational Directory*,<sup>6</sup> 1939-'40, into first-, second-, and third-class cities. Table I shows this classification.

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6. McClenny, *op. cit.*, pp. 12-69.

## CHAPTER II

DISTRIBUTION OF ADMINISTRATORS ACCORDING  
TO SALARY AND SEX

## SALARY DISTRIBUTION

Table II shows the annual salaries that are being received by 638 public school administrators in Kansas. This information has been taken from the *High School Principal's Reports* of 1939-'40 which are on file at the state superintendent's office at Topeka.

TABLE II  
SALARY DISTRIBUTION OF ADMINISTRATORS OF FIRST-, SECOND-, AND  
THIRD-CLASS CITIES

ANNUAL SALARY.	First-class cities.	Second-class cities.	Third-class cities.	Total.
Number reported . . . . .	11	74	553	638
Highest . . . . .	\$6,500	\$4,880	\$3,600	\$6,500
Lowest . . . . .	3,639	1,380	540	540
Range . . . . .	2,861	3,500	3,060	5,960
First quartile . . . . .	4,000	2,310	1,395	1,425
Median . . . . .	4,400	2,700	1,600	1,650
Third quartile . . . . .	5,500	3,300	1,850	2,000
Quartile deviation . . . . .	750	495	227.5	288

*Read table thus:* The highest salary paid to an administrator of schools in a first-class city is \$6,500, the lowest is \$3,639, and the median is \$4,400.

The salaries shown in this table are classified according to first-, second-, and third-class cities. Totals are shown for the entire group of administrators. The thirteen two-year high schools are not shown and will be treated later.

There is a range of \$5,960 between the highest salary and the lowest of the entire group. The lowest-paid administrator of a first-class city receives \$39 more than the highest-paid administrator of a third-class city. The lowest salary in the first-class cities is \$1,241 less than the highest salary of the second-class cities.

A study of the medians shows a sharp increase in salary as the size of the school increases. The median of the first-class cities is \$4,400, the second-class cities \$2,700, and the third-class cities \$1,600. The variability is greatest in the first-class cities, being \$750 compared with \$495 for second-class cities and \$227 for third-class cities. This is shown by the quartile deviations.

The median salary of all three classes for all administrators is \$1,650 and the middle 50 percent receive between \$1,425 and \$2,000, with a quartile deviation of \$288.

SEX DISTRIBUTION

A distribution of these 653 administrators of public schools in Kansas according to sex shows that nearly all are men. There are no women at the head of the public school systems of either the first- or the second-class cities. Only six of the 566 administrators of third-class cities are women. These women are found in very small systems and are receiving the lowest of pay.

TABLE III  
DISTRIBUTION OF PUBLIC SCHOOL ADMINISTRATORS IN KANSAS ACCORDING TO SEX

DISTRIBUTION BY SEX.	Administrators.			
	Men.		Women.	
	Number.	Percent.	Number.	Percent.
First-class cities.....	11	100	0	0
Second-class cities.....	76	100	0	0
Third-class cities.....	560	98.9	6	1.1
Totals.....	647	99.07	6	.93

Read table thus: Six (1.1 percent) of the 566 administrators of third-class cities are women.

COMPARISONS WITH FINDINGS<sup>1</sup> IN 1929-'30 AND CONCLUSIONS

1. The salaries of administrators in 1939-'40 range from \$540 to \$6,500. In 1929-'30 the highest salary was \$8,400, and the lowest was \$1,350.
2. The median for 1939-'40 was \$1,650. The median salary in 1929-'30 was \$2,270.
3. The highest salary for first-class cities in 1939-'40 was \$6,500. The third quartile for first-class cities in 1929-'30 was \$6,500. The quartile deviation for cities of the first class was \$750 in 1939-'40 and also \$750 in 1929-'30.
4. The median salaries in 1929-'30 increased successively from \$2,200 for third-class cities to \$3,200 for second-class cities and \$5,500 for first-class cities. The median salaries in 1939-'40 increased successively from \$1,600 for third-class cities to \$2,700 for second-class cities to \$4,400 for first-class cities.
5. The median salary of third-class cities in 1939-'40 was approximately 27 percent less than in 1929-'30. The median of second-class cities was 16 percent less and the median for first-class cities was 20 percent less.
6. The effect of the economic depression during the years 1930-'40, on the salaries of public school administrators, is shown clearly by an average salary reduction for all administrators of 21 percent. The administrators of third-class cities received the greatest reduction (27%), while the administrators of second-class cities received the smallest reduction (16%).
7. It is suspected that the small number of first-class city administrators might show salary reductions for reasons other than economic trends. Due to

1. Herbert L. Sloan, *A Study of the Status of Public School Administrators in Kansas* (Studies in Education Series, Vol. 1, No. 2. Emporia: Kansas State Teachers College, June, 1930), 54 pp.

their small number, administrative changes have no doubt been a factor in lowering the median for this group.

8. There are only six women administrators of the public school systems and all are found in the small third-class cities.

9. Women administrators have decreased from 3.1 percent in 1925-'26 to 1.1 percent in 1929-'30 and to .93 percent in 1939-'40.

## CHAPTER III

### EDUCATIONAL TRAINING OF KANSAS PUBLIC SCHOOL ADMINISTRATORS

The information in this chapter is presented from six viewpoints: (1) the academic degrees which are held; (2) the years in which public school administrators received master's degrees between 1930-'40; (3) where Kansas administrators attended college; (4) where Kansas administrators received their master's degrees; (5) the six major degree combinations; and (6) the major and minor subject combinations.

#### ACADEMIC DEGREES HELD

Table IV shows the distribution of academic degrees among Kansas public school administrators. The total number in the table (1,110) exceeds the total number of administrators (651) because many administrators hold more than one academic degree.

**TABLE IV**  
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.	Percent.	No.	Percent.	No.	Percent.	No.	Percent.
Number reported.....	22		144		944		1,110	
None.....	0	0	0	0	4	.42	4	.36
B. S.....	5	22.7	41	28.4	340	36.01	386	34.7
A. B.....	6	27.2	35	24.3	229	24.2	270	24.3
M. A.....	8	36.3	38	26.4	148	15.6	194	17.4
M. S.....	2	9.09	21	14.5	192	20.3	215	19.3
M. E.....	0	0	6	4.16	26	2.75	32	2.9
Ph. D.—Ed. D.....	1	4.5	2	1.38	0	0	3	.27
Others.....	0	0	1	.69	5	.52	6	.54

*Read table thus:* Five (22.7 percent) of the administrators of first-class cities hold the B. S. degree, 41 (28.4 percent) in second-class cities hold the B. S. degree, and 340 (36.01 percent) of the administrators of the third-class cities hold the B. S. degree.

Four, or .61 percent of the 651 public school administrators reported, hold no degrees; 386, or 34.7 percent of the degrees held, are B.S.; 270, or 24.3 percent, are A.B.; 215, or 19.3 percent, are M.S.; 194, or 17.4 percent, are M.A.; and 32, or 2.9 percent, are M.E. There are 6 or .54 percent listed as miscellaneous degrees or "others." One administrator of the first-class cities

reports an Ed. D., and two of the second-class city administrators report having the Ph. D.

In 1929-'30, Sloan<sup>2</sup> found that there was a total of 708 degrees held by Kansas administrators. This study shows that Kansas administrators now hold 1,110 degrees. The increase in the number of degrees held is due largely to the fact that there were 349 more master's degrees held in 1939-'40 than in 1929-'30 (Table IV, p. 13).

#### THE YEARS IN WHICH THE PUBLIC SCHOOL ADMINISTRATORS RECEIVED MASTER'S DEGREES BETWEEN 1930-'40

Kansas administrators have been very active in graduate work during the past ten years. Table V shows the years between 1930 and 1940 in which these administrators have received master's degrees.

TABLE V  
THE YEARS IN WHICH THE PUBLIC SCHOOL ADMINISTRATORS RECEIVED  
MASTER'S DEGREES

YEARS MASTER'S DEGREES WERE RECEIVED.	First-class cities.		Second-class cities.		Third-class cities.		Total.	
	No.	Percent.	No.	Percent.	No.	Percent.	No.	Percent.
Before 1930.....	7	70	24	38.9	25	7.1	56	13.3
1930.....	2	20	1	1.4	14	4.0	17	4.0
1931.....	1	10	4	6.3	12	3.4	17	4.0
1932.....	0	0	2	3.1	22	6.3	24	5.7
1933.....	0	0	5	7.9	22	6.3	27	6.4
1934.....	0	0	6	9.5	18	5.1	24	5.7
1935.....	0	0	3	4.7	31	8.9	34	8.0
1936.....	0	0	7	11.1	39	11.2	46	10.9
1937.....	0	0	1	1.4	61	17.5	62	14.7
1938.....	0	0	8	12.6	57	16.3	65	15.4
1939.....	0	0	2	3.1	44	12.6	46	10.9
Totals.....	10	.....	63	.....	348	.....	421	.....

Read table thus: Seven (70 percent) of the Master's degrees held by administrators of first-class cities were received prior to 1930.

Fifty-six, or 13.3 percent of the administrators who hold master's degrees, received them prior to 1930. Seventeen, or 4 percent, received master's degrees in 1930; 17 or 4 percent in 1931; 24 or 5.7 percent in 1932; 27 or 6.4 percent in 1933; 24 or 5.7 percent in 1934; 34 or 8 percent in 1935; 46 or 10.9 percent in 1936; 62 or 14.7 percent in 1937; 65 or 15.4 percent in 1938; and 46 or 10.9 percent in 1939.

2. Herbert L. Sloan, *A Study of the Status of the Public School Administrators in Kansas* (Studies in Education Series, Vol. 1, No. 2. Emporia: Kansas State Teachers College, 1930), p. 20.

WHERE A. B. AND B. S. DEGREES WERE RECEIVED

Table VI shows where Kansas administrators received A. B. and B. S. degrees. It lists the state schools of Kansas individually, shows all private colleges and universities of the state together, and also groups all colleges and universities attended outside the state.

TABLE VI  
WHERE KANSAS ADMINISTRATORS RECEIVED DEGREES

COLLEGES AND UNIVERSITIES ATTENDED.	First-class cities.		Second-class cities.		Third-class cities.		Total.	
	No.	Percent.	No.	Percent.	No.	Percent.	No.	Percent.
Number reported . . . . .	11		76		569		656	
1. Private colleges and universities . . . . .	5	45.4	22	28.9	177	31.1	204	31.0
2. Out-of-state colleges and universities . . . . .	0	0	10	13.1	72	12.6	82	12.5
3. K. S. T. C., Emporia . . . . .	1	9.09	22	28.9	87	15.2	110	16.7
4. Kansas University . . . . .	2	18.1	5	6.5	42	7.3	49	7.4
5. Kansas State College . . . . .	0	0	2	2.6	48	8.4	50	7.6
6. K. S. T. C., Hays . . . . .	1	9.09	3	3.9	70	12.3	74	11.2
7. K. S. T. C., Pittsburg . . . . .	2	18.1	12	15.7	73	12.8	87	13.2

Read table thus: Five (45.4 percent) of the administrators of the first-class cities received their A. B. or B. S. degree from private colleges or universities of Kansas.

Of the 656 Kansas administrators having either A. B. or B. S. degrees, 204 or 31 percent have received them from the private colleges or universities of Kansas; 82 or 12.5 percent of the degrees have been received from state colleges or universities; 110 or 16.7 percent from the Kansas State Teachers College of Emporia; 49 or 7.4 percent from the University of Kansas; 50 or 7.6 percent from the Kansas State College; 74 or 11.2 percent from the Kansas State Teachers College of Hays; and 87 or 13.2 percent from the Kansas State Teachers College of Pittsburg.

Sloan<sup>3</sup> found that 205 (23 percent) of the Kansas administrators in 1929-'30 had attended college outside of the state. In 1939-'40 it is found that only 82 (12.5 percent) have taken their degrees from colleges or universities outside of Kansas (Table VI, p. 15). This indicates that Kansas colleges and universities are now furnishing at least 10 percent more of the state's administrators than in 1929-'30.

3. Sloan, *op. cit.*, p. 22.

## WHERE MASTER'S DEGREES WERE RECEIVED

Table VII shows where Kansas administrators have received their master's degrees. This table lists the state colleges and universities of Kansas individually, shows out-of-state colleges and universities together, and also groups the private colleges and universities of Kansas together.

TABLE VII

WHERE KANSAS PUBLIC SCHOOL ADMINISTRATORS HAVE RECEIVED MASTER'S DEGREES

COLLEGES OR UNIVERSITIES ATTENDED.	First-class cities.		Second-class cities.		Third-class cities.		Total.	
	No.	Percent.	No.	Percent.	No.	Percent.	No.	Percent.
Number reported.....	10		65		364		439	
1. Private colleges and universities.....	0	0	1	1.6	9	2.4	10	2.2
2. Out-of-state colleges and universities.....	9	90	28	43.0	95	26.0	132	30.0
3. K. S. T. C., Emporia....	0	0	4	6.1	47	12.9	51	11.6
4. Kansas University.....	1	10	22	33.8	95	26.0	118	26.8
5. Kansas State College....	0	0	1	1.6	36	9.8	37	8.4
6. K. S. T. C., Hays.....	0	0	2	3.0	26	7.1	28	6.3
7. K. S. T. C., Pittsburg....	0	0	7	10.7	56	15.3	63	14.3

*Read table thus:* Nine administrators of the first-class cities have received their master's degrees from colleges or universities outside of the state of Kansas; one has received his master's degree from Kansas University.

Of the 439 master's degrees held by Kansas administrators, ten or 2.2 percent have been received from the private colleges or universities of Kansas; 132 or 30 percent have been received from state colleges and universities; 51 or 11.6 percent are from the Kansas State Teachers College of Emporia; 118 or 26.8 percent are from Kansas University; 37 or 8.4 percent are from Kansas State College; 28 or 6.3 percent are from the Kansas State Teachers College of Hays; and 63 or 14.3 percent are from the Kansas State Teachers College of Pittsburg. Sixty-nine percent of the master's degrees held by Kansas administrators have been received from Kansas colleges and universities. Many of the out-of-state colleges and universities from which master's degrees have been received are located at summer resorts. This shows a tendency for some administrators to combine professional improvement and vacations.

MAJOR DEGREE COMBINATIONS

The six major degree combinations are shown by Table VIII.

TABLE VIII

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

MAJOR COMBINATIONS AND DEGREES.	First-class cities.		Second-class cities.		Third-class cities.		Total.	
	No.	Percent.	No.	Percent.	No.	Percent.	No.	Percent.
Number reported . . . . .	10		66		346		422	
A. B.-M. A. . . . .	5	50	23	34.8	78	22.5	106	25.1
B. S.-M. A. . . . .	3	30	16	24.2	48	13.8	67	15.3
B. S.-M. S. . . . .	2	20	17	25.7	163	47.1	182	43.1
A. B.-M. S. . . . .	0	0	5	7.5	36	10.3	41	9.7
B. S.-M. E. . . . .	0	0	1	1.5	10	2.89	11	2.6
A. B.-M. E. . . . .	0	0	4	6.0	11	3.12	15	3.5

Read table thus: Of the 10 administrators of the first-class cities with the six major combinations of degrees, 5 or 50 percent have the A. B.-M. A. combination; 3 or 30 percent have the B. S.-M. A. combination; and 2 or 20 percent have the B. S.-M. S. combination.

Of the 422 administrators in Kansas with bachelors' and masters' degrees, 106 or 25.1 percent have the A. B.-M. A. combination; 67 or 15.3 percent have the B. S.-M. A. combination; 182 or 43.1 percent have the B. S.-M. S. combination; 41 or 9.7 percent have the A. B.-M. S. combination; 11 or 2.6 percent have the B. S.-M. E. combination; and 15 or 3.5 percent have the A. B.-M. E. combination.

Sloan<sup>5</sup> found that 43 percent of the major degree combinations held in 1929-'30 was the A. B.-M. A., and that 26 percent was the B. S.-M. S. Table VIII of this study shows that 43.1 percent of the major degree combinations are the B. S.-M. S. and that the A. B.-M. A. combination has dropped to 25 percent. The rapid growth of the graduate schools in the three Kansas state teachers colleges accounts for the increase in the number of B. S.-M. S. combinations. It also indicates that many holders of the B. S. degree have returned to their alma maters for graduate work.

5. Sloan, *op. cit.*, p. 21.

## MAJOR AND MINOR SUBJECT COMBINATIONS

Many major and minor subject combinations have been found in these data of Kansas administrators. The ten most common of the combinations are shown in order of their frequency.

TABLE IX  
THE 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.	
	No.	Percent.	No.	Percent.	No.	Percent.	No.	Percent.
Number reported.....	10		72		505		587	
Education-Social Science....	4	40	48	66.6	69	13.6	121	20.6
Social Science-Education....	1	10	13	18.0	107	21.1	121	20.6
Education-Mathematics....	2	20	3	4.1	73	14.4	78	13.2
Education-Science.....	2	20	1	1.3	59	11.6	62	10.6
Science-Education.....	0	0	3	4.1	57	11.2	60	10.2
Commerce-Education.....	0	0	2	2.7	36	7.1	38	6.4
Social Science-Mathematics.	0	0	0	0	26	5.1	26	4.4
Science-Mathematics.....	0	0	1	1.3	22	4.3	23	3.9
Mathematics-Science.....	0	0	1	1.3	18	3.5	19	3.2
English-Education.....	0	0	0	0	15	2.9	15	2.1
Others.....	1	10	0	0	23	4.4	24	4.0

*Read table thus:* The major-minor combination of education and social science has been taken by 4, or 40 percent, of the administrators of the first-class cities; 48 or 66.6 percent by second-class city administrators, and 69 or 13.6 percent by third-class city administrators. One hundred twenty-one, or 20.6 percent of all administrators have taken this major-minor combination.

The number of administrators mentioned in Table IX is 587. The ten subject combinations in order of their frequency are: education-social science 121, or 20.6 percent; social science-education 121, or 20.6 percent; education-mathematics 78, or 13.2 percent; education-science 62, or 10.6 percent; science-education 60, or 10.2 percent; commerce-education 38, or 6.4 percent; social science-mathematics 26, or 4.4 percent; science-mathematics 23, or 3.9 percent; mathematics-science 19, or 3.2 percent; and English-education 15, or 2.1 percent. All other combinations amounted to 24, or 4 percent.

Of 205 administrators studied by Sloan<sup>6</sup> in 1929-'30, it was found that 141 or 69 percent had either majored or minored in education. This study shows that of 587 administrators, 506 or 86 percent have either majored or minored in education.

6. Sloan, *op. cit.*, p. 23.

### SUMMARY AND COMPARISONS

In summarizing and comparing the data presented in this chapter with the findings of Sloan's study<sup>7</sup> in 1929-'30, the following facts are revealed:

1. In 1929-'30 there was a total of 708 degrees held by Kansas administrators while in 1939-'40 there are 1,110 (Table IV, p. 13).

2. The increase in the number of degrees held is due largely to the fact that there are 349 more Master's degrees held by Kansas administrators in 1939-'40 than they were in 1929-'30 (Table IV, p. 13).

3. Fifteen administrators had no degrees in 1929-'30, while in 1939-'40, only 4 were found to be without degrees. Hence, practically 100 percent of the Kansas administrators are holders of degrees at the time of this study (1940).

4. No doctor's degrees were reported in 1929-'30, while in 1939-'40, one Ed.D. and two Ph.D.'s were reported as held by Kansas administrators.

5. In 1929-'30, thirteen percent of the administrators held master's degrees, while in 1939-'40, sixty-four percent hold the advanced degree.

6. In 1929-'30, ninety-two master's degrees were held by Kansas administrators. These data show that in 1939-'40 fifty-six of the present administrators held master's degrees prior to 1930. This indicates that at least 36 administrators with master's degrees in 1929-'30 are not now connected with the Kansas public schools as their chief administrator.

7. There has been a steady increase in the number of master's degrees received, with the peak for the ten-year period being reached in 1933, just four years after the regulation requiring administrators of class A and class B schools of Kansas to hold master's degrees, was adopted by the State Board of Education.

8. Of the 656 Kansas administrators having bachelor's degrees, 204 or 31 percent have received them from private colleges or universities of Kansas; 82 or 12.5 percent have been received from out-of-state colleges or universities; 110 or 16.7 percent from the Kansas State Teachers College of Emporia; 49 or 7.4 percent from the University of Kansas; 50 or 7.6 percent from Kansas State College; 74 or 11.2 percent from the Kansas State Teachers College of Hays; and 87 or 13.2 percent from the Kansas State Teachers College of Pittsburg.

9. Of the 439 master's degrees mentioned in Table VII, 10 or 2.2 percent have been received from private colleges or universities of Kansas; 132 or 30 percent have been received from out-of-state colleges or universities; 51 or 11.6 percent are from the Kansas State Teachers College of Emporia; 118 or 26.8 percent are from the University of Kansas; 37 or 8.4 percent are from Kansas State College; 28 or 6.3 percent are from the Kansas State Teachers College of Hays; and 63 or 14.3 percent are from the Kansas State Teachers College of Pittsburg.

10. Kansas colleges and universities are furnishing approximately 10 percent more of the state's administrators than in 1929-'30.

11. Sloan found in 1929-'30 that of the 79 administrators in Kansas with bachelor's and master's degrees, 34, or 43 percent, had the A.B.-M.A. combination; 20, or 25.4 percent, had the B.S.-M.A. combination; 21, or 26.6 percent, had the B.S.-M.S. combination; and 4, or 5 percent, had the A.B.-M.S. combination. This study shows that in 1939-'40, of the 422 administrators

7. *Ibid.*, pp. 15-23.

having bachelor's and master's degrees, 182, or 43.1 percent had the B.S.-M.S. combination; 106, or 25.1 percent, had the A.B.-M.S. combination; 67, or 15.3 percent, had the B.S.-M.A. combination; 41, or 9.7 percent, had the A.B.-M.S. combination; 15, or 3.5 percent, had the A.B.-M.E. combination; and 11, or 2.6 percent, had the B.S.-M.E. combination.

12. The great gain in the number of the B.S.-M.S. combinations is due to the increased activity of the graduate schools of the three teachers colleges of the state which confer only the M.S. degree.

13. Education and social science continue to be the most common subject combinations.

14. In 1929-'30, 69 percent of the administrators had either majored or minored in education. In 1939-'40, 86 percent of the administrators have either majored or minored in education.

15. Practically 100 percent of the administrators either major or minor in education in their graduate study.

CHAPTER IV

TENURE AND EDUCATIONAL EXPERIENCE OF KANSAS PUBLIC SCHOOL ADMINISTRATORS

This chapter presents the tenure of administrators in their present positions and their years of experience in secondary school work.

TENURE IN THE PRESENT POSITION

Table X reveals the tenure of Kansas administrators in their present positions. These data have been reported by 634 administrators.

TABLE X  
TENURE IN THE PRESENT POSITION

TENURE IN PRESENT POSITION.	First-class cities.	Second-class cities	Third-class cities.	Tenure for the three classes of cities.
Number reported.....	11	75	548	634
Longest.....	36	38	27	38
Shortest.....	2	1	1	1
Range.....	34	37	26	37
First quartile.....	8	5	2	2
Median.....	16	11	3	3
Third quartile.....	20	14	6	8
Quartile deviation.....	6	4.5	2	3

*Read table thus:* The highest tenure found among the 11 first-class cities is 36 years. For those in the second-class cities the highest tenure in the present position is 38 years, and the highest tenure in the third-class cities is 27 years.

The number of years that administrators have been employed in their present positions is distributed over a wide range. The longest period of service is 38 years, while the shortest period is one year. Consulting the medians of the three groups it is found that they are three years for the third-class cities, eleven years for the second-class cities, and sixteen years for the first-class cities. It is evident that the length of tenure tends to increase with the size of the city. The administrators of the first- and second-class cities are apparently stable, while the administrators of the third-class cities have moved around a great deal.

Sloan<sup>1</sup> found in 1929-'30 that the longest period of service was 33 years; table X of this study shows that it is now (1940) 38 years. In 1929-'30 the

1. Herbert L. Sloan, *A Study of the Status of Public School Administrators in Kansas* (Studies in Education Series, Vol. 1, No. 2. Emporia: Kansas State Teachers College, 1930), p. 24.

tenure of the middle 50 percent of the first-class city administrators was from 6 to 17 years, for the second-class cities it was from 3 to 8 years, and for the third-class cities it was from 1.81 to 4.83 years. Table X shows that for the first-class city administrators of 1939-'40 it is from 8 to 20 years, for the second-class cities it is from 5 to 14 years, and for the third-class cities it is from 2 to 6 years. This general increase in tenure for the administrators of each of the three classes of cities is most noticeable in the second-class city group.

#### EXPERIENCE IN SECONDARY SCHOOL WORK

The experience of Kansas public school administrators in secondary school work was the only information available on experience in the *High School Principal's Report*.

Table XI shows the number of years of experience in secondary school work as reported by 647 Kansas administrators. There is no doubt but that many of the administrators have had experience in elementary school work in addition to the experience shown by this table.

TABLE XI  
EXPERIENCE OF KANSAS PUBLIC SCHOOL ADMINISTRATORS IN SECONDARY SCHOOL WORK

EXPERIENCE IN SECONDARY SCHOOL WORK.	First-class cities.	Second-class cities.	Third-class cities.	Total.
Number reported.....	11	74	562	647
Highest.....	44	45	41	45
Lowest.....	13	6	1	1
Range.....	31	39	40	44
First quartile.....	15	15	10	11
Median.....	26	19	14	15
Third quartile.....	33	29	18	19
Quartile deviation.....	9	7	4	4

*Read table thus:* The greatest number of years' experience in secondary schools found among the administrators of the 11 first-class cities is 44 years, for the second-class cities it is 45 years, and for the third-class cities it is 41 years. Of all classes of cities combined, the greatest number of years' experience is 45.

The third-class cities have the widest range, the range decreasing from the third- to the first-class cities. The greatest number of years of experience for the third-class cities is 41 and the smallest is one year, with a range of 40 years; for the second-class cities the greatest is 45 years and the smallest is 6 years, with a range of 39 years; and for the first-class cities the greatest is 44 years and the smallest is 13 years, with a range of 31 years.

The medians increase with the size of the cities. The median for the third-class cities is 14 years, for the second-class cities 19 years, and for the first-class cities it is 26 years. This table shows that the administrators with the greatest number of years of secondary school experience are found in the larger school systems. Sloan<sup>2</sup> found that in 1929-'30 the medians of experience of Kansas

2. Sloan, *op. cit.*, p. 26.

administrators in secondary school work were 19 years for the administrators of the first-class cities; 15 years for the second-class city administrators, and 7.74 years for those of the third-class cities. This study shows the medians of experience to be 26 years for first-class city administrators; 19 years and 14 years for the second- and the third-class city administrators, respectively. The median of experience for all classes in 1929-'30 was 8.24 years; it is now 15 years. Kansas administrators show nearly twice as much secondary school experience in 1939-'40 as was shown in 1929-'30.

#### SUMMARY OF FINDINGS AND COMPARISONS

The following facts are revealed by these data and the tenure and experience of Kansas public school administrators in 1939-'40 are compared with the tenure and experience of the Kansas administrators in 1929-'30 as shown by Sloan's study:<sup>3</sup>

1. The tenure of administrators in the public school system of Kansas increases with the size of the school systems.

2. In 1930 Sloan found that the medians for tenure in present positions of Kansas administrators were 3.1, 5, and 10 years, respectively, for the third-, second-, and first-class cities. In 1940 the same medians are found to be 3, 11, and 16 years for the third-, second-, and first-class city administrators.

3. In 1929-'30 the tenure of the middle 50 percent of the first-class city administrators was from 6 to 17 years; for the second-class cities it was from 3 to 8 years; and for the third-class cities it was from 1.81 to 4.83 years. Table X shows that for the first-class city administrators of 1939-'40, it is from 8 to 20 years, for the second-class cities it is from 5 to 14 years, and for the third-class cities it is from 2 to 6 years. There is a general increase in the tenure of the administrators of each of the three classes of cities, with the greatest gain being made by administrators in the second-class cities.

4. Many of the administrators of the first- and second-class city school systems have remained in the same system during the ten years covered by these comparisons.

5. The advance of Kansas administrators from third- to second-class city systems and from second- to first-class cities is necessarily slow because of the small number of first-class city systems and the long tenure enjoyed by their administrators. Infrequent vacancies, in the first-class city systems, tend to cause longer period of tenure for the administrators of the second-class cities.

6. The median tenure in present positions for administrators of third-class cities is lower than it was ten years ago. In 1929-'30 it was 3.1 years and in 1939-'40 it is 3 years. This indicates considerable moving about by the administrators and that individuals are both leaving and entering these administrative fields.

7. Administrative experience in secondary school work tends to increase with the size of the school system.

8. In 1929-'30 Sloan found that the medians of secondary school experience for the third-, second-, and first-class cities are 7.74, 15, and 19 years, respectively. In 1939-'40 it was found that the same medians were 14, 19, and 26 years, respectively. These increases are to be expected in the latter study be-

3. *Ibid.*, p. 24.

cause of the great number of administrators who have remained in their profession during the years covered by these comparisons.

9. The increase in the median years of experience of administrators of third-class city schools from 7.74 in 1929-'30 to 14 years in 1939-'40 indicates that the decrease in the medians of "tenure in present position" from 3.1 years in 1929-'30 to 3 years in 1939-'40 is caused mostly by moving around within the same class of cities.

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

11. Sloan found that in 1929-'30 the medians of experience of Kansas administrators in secondary school work were 19 years for the administrators of the first-class cities; 15 years for the second-class city administrators; and 7.74 years for those of the third-class cities. This study shows the median of experience to be 26 years for the first-class city administrators; 19 years and 14 years for the second- and the third-class city administrators, respectively. The median of experience for all classes in 1929-'30 was 8.24 years; it is now 15 years. Kansas administrators have nearly twice as much secondary school experience as was shown in 1929-'30.

## CHAPTER V

### ADMINISTRATIVE FACTORS PERTAINING TO KANSAS PUBLIC SCHOOL ADMINISTRATORS

The way the administrators of the Kansas public schools divide their time between administration, supervision, and instruction is not known. The data found in this chapter may be used to determine to some extent, the breadth of the administrative, supervisory, and instructional duties of the principal.

The information deals with: the district valuation, the total school enrollment, the number of teachers in the school system, the number of classes taught by the administrator, the certificates held by the administrators, the types of school organization, and the types of district organization. In comparing this information with the same information for the years 1929-'30, many significant facts are revealed.

#### DISTRICT VALUATION

The effect of the past ten years upon the valuation of the school districts of Kansas is interesting to note. Table XII shows the valuation of the districts as reported in the *High School Principals* reports for 1939-'40.

TABLE XII  
DISTRICT VALUATION OF THE FIRST-, SECOND-, AND THIRD-CLASS CITIES OF  
KANSAS

DISTRICT VALUATION.	First-class cities.	Second-class cities.	Third-class cities.	Total.
Number reported.....	11	76	561	648
Highest.....	\$145,885,606	\$18,411,309	\$15,211,058	\$145,885,606
Lowest.....	7,882,435	285,000	111,847	111,847
Range.....	138,003,171	18,126,309	15,099,211	145,773,759
First quartile.....	10,900,000	2,072,137	758,127	819,155
Median.....	17,829,456	3,176,058	1,226,461	1,412,670
Third quartile.....	90,000,000	6,636,094	1,941,855	2,230,000
Quartile deviation.....	38,550,000	2,281,979	591,864	705,423

*Read table thus:* The highest district valuation found among the first-class cities is \$145,885,606; the highest in the second-class cities is \$18,411,309; and the highest in the third-class cities is \$15,211,058. The highest district valuation found in the three groups is \$145,885,606.

The highest valuation is \$145,885,606, found in a first-class city; and the lowest valuation is \$111,847, which is found in the third-class city group. The range in valuation is \$145,773,759. In the first-class cities, the highest valuation is \$145,885,606 and the lowest is \$7,882,435. The range is \$138,003,171. The highest valuation in the second-class city group is \$18,411,309, and the

lowest is \$285,000. The range is \$18,126,309. For the third-class city group the highest valuation is \$15,211,058, and the lowest is \$111,847. The range is \$15,099,211.

In 1929-'30 Sloan<sup>1</sup> found the medians of valuation for the three classes of cities to be: \$20,370,540 for the first-class cities, \$4,170,005 for the second-class cities, and \$1,766,000 for the third-class cities. The medians for the three classes of cities now (1940) are: \$17,829,456 for cities of the first class, \$3,176,058 for cities of the second class, and \$1,226,461 for cities of the third class. This is a reduction of \$2,541,084 or 13 percent for cities of the first class, \$994,947 or 23+ percent for cities of the second class, and \$539,539 or 30+ percent for cities of the third class. In 1929-'30 the median valuation of all classes of cities was \$1,943,000; in 1939-'40 it was \$1,412,670 or a reduction of 27 percent. Wichita, Topeka and Salina are the only first-class cities to show an increase in valuation.

### TOTAL SCHOOL ENROLLMENT

The total school enrollment is shown by Table XIII. In the first-class cities the highest school enrollment is 22,119 and the lowest is 2,231, with a range of 19,888. The highest school enrollment in the second-class cities is 3,018 and the lowest is 286, with a range of 2,732. In the third-class cities the highest en-

TABLE XIII

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	77	567	655
Highest.....	22,119	3,018	932	22,119
Lowest.....	2,231	286	10	10
Range.....	19,888	2,732	922	22,109
First quartile.....	2,982	579	61	65
Median.....	4,108	851	100	120
Third quartile.....	11,510	1,405	177	253
Quartile deviation.....	4,264	413	58	95

*Read table thus:* The highest enrollment found in the first-class cities is 22,119, the highest enrollment of the second-class cities is 3,018, and the highest enrollment found in the third-class cities is 932.

rollment is 932 and the lowest is 10, the range being 922. The median for the first-class cities is 4,108, for the second-class cities 851, and for the third-class cities it is 100. The median enrollment for all three classes of cities combined is 120.

In 1929-'30 Sloan<sup>2</sup> found that the highest enrollment for the first-class cities was 19,896; for the second-class cities it was 2,676; and for the third-class cities

1. Herbert L. Sloan, *A Study of the Status of Public School Administrators in Kansas* (Studies in Education Series, Vol. 1, No. 2. Emporia: Kansas State Teachers College, 1930), p. 28.

2. *Ibid.*, p. 29.

is was 700. In 1939-'40 the highest first-class city enrollment was 22,119; the highest second-class city had 3,018; and the highest third-class city enrollment was 932. In 1929-'30 the median of enrollment in the first-class cities was 3,180, in 1939-'40 it is 4,108. The median enrollment was 826 for the second-class cities in 1929-'30, while it is 851 in 1939-'40. The third-class cities had a median enrollment of 153.75 in 1929-'30 and a median of 100 in 1939-'40. The median for all classes of cities was 173.25 in 1929-'30 and it is 120 for 1939-'40.

In 1929 the total<sup>3</sup> enrollment in the eleven first-class cities was 88,592, while in 1939 it was 83,138. This is a reduction of 5,454, or 7 percent. The total enrollment of the second-class cities was 89,038 in 1929, while in 1939 it was 83,358, a reduction of 5,680 or 6.4 percent.

The total school enrollment<sup>4</sup> in Kansas was 432,749 in 1930, while in 1939 it was 372,493. This is a reduction in total enrollment of 60,256, or 14 percent.

The effect of the declining birth rate of the past decade is noticeable in the school enrollments. While some cities have experienced booms that have caused them to show an increase in enrollment, the general trend of enrollment is downward. The declining birth rate plus urbanization is making the most noticeable decrease in the third-class cities. The enrollment in Kansas schools in 1939 is nearly 9,000 less than it has been at any time during this century.<sup>5</sup>

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3. Geo. A. Allen, Jr., *Twenty-Seventh Annual Report of the State Superintendent of Public Instruction* (Topeka: Kansas State Printing Plant, 1931), pp. 78-79.

4. Geo. L. McClenny, *Kansas Schools*, (Topeka: Kansas State Printing Plant, 1939), 16 pp.

5. *Ibid.*, p. 15.

## NUMBER OF TEACHERS IN THE SCHOOL SYSTEM

Table XIV shows how the teaching force is distributed in the public schools of Kansas. The supervisory duties of the administrator are determined by the number of teachers in his school. In the larger systems, regular supervisors and assistant administrators relieve the administrator of this duty. In most of the second- and third-class cities, the administrator is also the supervisor.

TABLE XIV  
DISTRIBUTION OF THE TEACHING FORCE IN THE FIRST-, SECOND-, AND  
THIRD-CLASS CITIES

NUMBER OF TEACHERS IN THE SYSTEM.	First-class cities.	Second-class cities.	Third-class cities.	Total.
Number reported . . . . .	11	77	567	655
Highest . . . . .	690	116	30	690
Lowest . . . . .	79	11	3	3
Range . . . . .	611	105	27	687
First quartile . . . . .	99	25	5	5
Median . . . . .	137	33	7	8
Third quartile . . . . .	428	55	10	13
Quartile deviation . . . . .	165	15	2.5	2.5

*Read table thus:* The highest number of teachers in cities of the first class is 690, in cities of the second class it is 116 and in cities of the third class it is 30.

The administrators of the first-class cities have from 79 to 690 teachers under their direction; those of the second class have from 11 to 116; and third-class-city administrators have from 3 to 30 teachers.

The cities of the first class and the larger cities of the second class have increased their teaching forces to present a broader curriculum, improve the quality of instruction, and in some cases to care for an increase in enrollment. Sloan's median<sup>6</sup> for the first-class cities in 1930 was 123; in 1940 the median is 137 or an increase of 11 percent in the teaching forces. In cities of the second class, the median number of teachers was 33 in 1930 and it is 33 in 1940. The first quartile was 25 in 1930 and still is 25 in 1940. However, the third quartile, representing the larger cities of the second class, was 45 in 1930, while in 1940 it is 55. This is an increase of about 20 percent in the teaching force of this group. In the third-class cities the median number of teachers was 9.8 in 1930, and it is 7 in 1940, a decrease of 29 percent. In 1930 the first quartile was 7.4 while in 1940 it is 5 teachers. In 1930 the third quartile was 12.6 and in 1940 it was 10 teachers.

The cities of the first class and the larger cities of the second class have increased their teaching forces as much as 20 percent, the lower 50 percent of the second-class cities has maintained approximately the same number of teachers, while the teaching forces of the third-class cities have been reduced in proportion to their decrease in enrollment.

6. Sloan, *op. cit.*, p. 30.

CLASSES TAUGHT BY ADMINISTRATORS

Table XV shows the number of classes taught by the administrators of the different classes of cities. No first-class-city administrator teaches a class, and 60.5 percent of the second-class-city administrators do not teach; 96.8 percent of the third-class-city administrators have instructional duties. Table XV shows that as the school enrollment increases, the instructional duties of the administrators decrease. With but few exceptions, the administrators of second-class cities who have instructional duties teach only one class; 64.7 percent of the third-class-city administrators teach three or more classes; 79 or 14 percent of the third-class-city administrators teach 5 classes, 26 or 4.5 percent teach 6 classes, 7 or 1.24 percent teach 7 classes, and 1 or .17 percent teaches 8 classes.

TABLE XV  
NUMBER OF CLASSES TAUGHT BY THE KANSAS PUBLIC SCHOOL ADMINISTRATORS

NUMBER OF CLASSES TAUGHT BY ADMINISTRATORS.	First-class cities.		Second-class cities.		Third-class cities.		Total.	
	No.	Percent.	No.	Percent.	No.	Percent.	No.	Percent.
Number reported.....	11		76		561		648	
No classes.....	11	100	46	60.5	18	3.2	75	11.5
1 class.....	0	0	22	28.9	24	4.27	46	7.09
2 classes.....	0	0	3	3.9	103	18.3	106	16.35
3 classes.....	0	0	3	3.9	154	27.3	157	24.2
4 classes.....	0	0	0	0	149	26.5	149	22.9
5 classes.....	0	0	1	1.31	79	14.0	80	12.3
6 classes.....	0	0	1	1.31	26	4.55	27	4.1
7 classes.....	0	0	0	0	7	1.24	7	1.08
8 classes.....	0	0	0	0	1	0.17	1	0.15

Read table thus: No administrator of the first-class cities teaches a class; 46 or 60.5 percent of the second-class-city administrators teach no classes, and 18 or 3.2 percent of the third-class-city administrators teach no classes.

In comparing the number of classes taught by Kansas administrators in 1929-'30 as shown in Sloan's study,<sup>7</sup> little change is noticed in the amount of their instructional duties. In 1929-'30 the median number of classes taught by administrators of third-class cities was 3.9; in 1939-'40 it is also nearly 4. The median number of classes taught by administrators of all three groups in 1929-'30 was 3.7 and in 1939-'40 it is the same. It is still evident that in the small communities of Kansas the administrators are spending more time in classroom instruction than in school administration and supervision.

7. *Ibid.*, p. 31.

## CERTIFICATION OF KANSAS ADMINISTRATORS

Table XVI shows the distribution of the certificates held by 650 Kansas public school administrators.

TABLE XVI  
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.	Percent.	No.	Percent.	No.	Percent.	No.	Percent.
Number reported.....	11		76		563		650	
Life.....	6	54.5	40	52.6	300	53.2	346	53.2
Life diploma.....	5	45.5	35	46.0	218	38.7	258	39.6
Three-year life.....	0	0	0	0	40	7.1	40	6.1
High school laws, 1915.....	0	0	1	1.3	2	.35	3	.55
Life certificate, 1916.....	0	0	0	0	3	.53	3	.55
Temporary.....	0	0	0	0	0	0	0	0

*Read table thus:* Six administrators of the 11 first-class cities hold life certificates, 40 are held by second-class-city administrators, and 300 are held by administrators of the third-class-city schools.

Of the 650 Kansas administrators reported, 346 hold the "Life Certificate" issued by the State Board of Education at the expiration of their 3-year state certificates; 258 hold the "Life Diploma" which is granted by the Kansas State Teachers Colleges; 40 hold the "3-year State Certificate" which may be converted into a "life certificate" at the completion of two years of successful teaching and satisfactory professional growth; 3 hold the "High School Certificate" granted by the State Board of Education because the holder was teaching in an accredited high school on March 26, 1915; and 3 are possessors of a "life certificate" granted at the completion of two years of college work in one of the state teachers colleges prior to September 1, 1916. The number of administrators who have received their training in the State Teachers Colleges has increased.

Sloan's study<sup>8</sup> in 1929-'30 shows 397 or 64.7 percent of the administrators holding the "life" certificate and 131 or 21.3 percent holding the "life diploma." In 1939-'40 there are 346 or 53.2 percent of the administrators holding the "life certificate" and 258 or 39.6 percent holding the "life diploma." This is an increase of 18 percent in the number of administrators who are graduates of the State Teachers Colleges.

8. *Ibid.*, p. 32.

TYPES OF SCHOOL ORGANIZATION

Table XVII shows the types of school organization in the first-, second-, and third-class cities of Kansas.

TABLE XVII  
TYPES OF SCHOOL ORGANIZATION IN THE FIRST-, SECOND-, AND THIRD-CLASS CITIES OF KANSAS

TYPE OF SCHOOL ORGANIZATION. IN KANSAS.	First-class cities.		Second-class cities.		Third-class cities.		Total.	
	No.	Percent.	No.	Percent.	No.	Percent.	No.	Percent.
Number reported.....	11		77		584		672	
8-4.....	0	0	25	32.4	503	86.2	528	78.6
6-3-3.....	9	81.8	19	24.6	8	1.37	36	5.3
6-2-4.....	1	9.0	19	24.6	13	2.22	33	4.9
6-6.....	1	9.0	14	18.1	49	8.4	64	9.5
8-2.....	0	0	0	0	11	1.7	11	1.4

Read table thus: Of the 11 first-class cities reported none have the 8-4 plan, 9 have the 6-3-3 plan, 1 has the 6-2-4 plan, 1 has the 6-6 plan, and none has the 8-2 plan.

Of the 672 schools reported, 528 or 78.6 percent use the 8-4 plan; 36 or 5.3 percent use the 6-3-3 plan; 33 or 4.9 percent use the 6-2-4 plan; 64 or 9.5 percent use the 6-6 plan; and 11 or 1.4 percent use the 8-2 plan. Sloan<sup>9</sup> found in 1930 that 85.3 percent of the Kansas schools used the 8-4 plan, 9.6 percent used the 6-3-3 plan, and 4.7 percent used the 6-2-4 plan. There were no 6-6 plans of organization reported in 1930. The 64 schools using the 6-6 plan in 1940 were, apparently, using either the 8-4 or the 6-3-3 plan in 1930, for the number of schools using these plans is considerably less.

The number of junior high schools indicated by the plans of school organization in 1940 is 133, compared with 94 in 1930. No doubt many schools using the 8-4 plan would adopt a plan which would create a junior high school if building facilities permitted.

9. *Ibid.*, p. 33.

## TYPE OF DISTRICT ORGANIZATION IN KANSAS

Table XVIII shows the types of district organization in the first-, second-, and third-class cities of Kansas.

TABLE XVIII  
TYPES OF DISTRICT ORGANIZATION IN KANSAS

TYPE OF DISTRICT ORGANIZATION IN KANSAS.	First-class cities.		Second-class cities.		Third-class cities.		Total.	
	No.	Percent.	No.	Percent.	No.	Percent.	No.	Percent.
Number reported . . . . .	11		77		582		670	
Rural high . . . . .	0	0	0	0	308	52.9	308	45.9
City . . . . .	11	100	69	89.0	191	32.8	271	40.4
Consolidated . . . . .	0	0	1	1.2	64	10.9	65	9.7
Community . . . . .	0	0	7	9.0	19	3.2	26	3.6

*Read table thus:* Of the 11 first-class cities reported, none are rural highs, 11 or 100 percent are city organizations, none are consolidated, and none are community schools.

Of the 670 schools reported, 308 or 45.9 percent are rural high schools, 271 or 40.4 percent are city organizations, 65 or 9.7 percent are consolidated schools, and 26 or 3.6 percent are community schools. All rural high schools are found in the third-class-city group. There are 308 rural high schools in 1940, compared with 257 in 1930; 271 city organizations (which include the 191 C. V. S. systems of the third-class cities) compared with 141 in 1930; 65 consolidated systems in 1940 compared with 48 reported in 1930; and 26 community organizations compared with 29 in 1930. Two district-village organizations were reported in 1940, while in 1930 there were 15. No township organizations were reported in 1940, while there were 6 in 1930, and no Union schools were found in 1940, while 4 were reported in 1930.

The 1939-'40 *Principal's Report* does not provide a separate space for schools operating under the Barnes law. In 1930 Sloan showed that 153 or 23.3 percent of the schools were reported as Barnes schools. These schools are now reported as rural, city, consolidated, or community organizations. Including the Barnes schools in the above classifications accounts for the increased number of rural high schools and city organizations shown in the preceding comparisons.

There has been little or no change in the number of Barnes schools in Kansas during the past ten years.

SUMMARY OF FINDINGS

1. The highest district valuation is \$145,885,606; the lowest is \$111,847 (Table XII, p. 25).
2. There has been a 13 percent reduction in valuation in cities of the first class, 23 percent for cities of the second class, and 30 percent for cities of the third class.
3. In 1929-'30 the median valuation for all classes of cities was \$1,943,000; in 1939-'40 it was \$1,412,670, or a reduction of 27 percent.
4. The enrollment of the first-class cities has decreased 7 percent and the enrollment of the second-class cities has decreased 6.4 percent.
5. The total school enrollment in Kansas was 439,749 in 1930, while in 1939 it was 372,493. This is a reduction of 60,256 or 14 percent (see p. 27).
6. The declining birthrate plus urbanization is making the most noticeable decrease in the enrollment of the third-class cities.
7. The enrollment in Kansas schools in 1939 was nearly 9,000 less than in any other year during the century.
8. In most of the second- and third-class cities, the administrator is also the supervisor.
9. The greatest number of teachers in any one school system in Kansas is 690, the least is 3, with a median of 8 for the three classes of cities (Table XIV, p. 28).
10. The cities of the first class and the larger cities of the second class have increased their teaching forces as much as 20 percent; the lower 50 percent of the second-class cities has kept approximately the same number of teachers, while the teaching forces of the third-class cities have been reduced in proportion to their decrease in enrollment.
11. No administrator of a first-class city teaches a class and 60 percent of the second-class city administrators do not teach (Table XV, p. 29).
12. As school enrollment increases the instructional duties of the administrator decrease.
13. It is evident that in the smaller communities of Kansas, the administrator spends more time in the classroom than with administrative and supervisory duties.
14. Practically all administrators in Kansas hold either a "life certificate" or a "life diploma" (Table XVI, p. 30).
15. In the last ten years there has been an 18 percent increase in the number of Kansas administrators who are graduates of the state teachers colleges.
16. Seventy-eight and six-tenths percent of the Kansas schools are organized on the 8-4 plan (Table XVII, p. 31).
17. There are 133 junior high schools in Kansas, compared with 94 in 1930. This is an increase of 14 percent.
18. Nearly all the schools of Kansas are organized as rural or city systems (Table XVIII, p. 32).

## CHAPTER VI

### ADMINISTRATORS OF TWO-YEAR HIGH SCHOOLS

There are only 11 communities in Kansas that do not offer a 12-year school course. Each of these communities has an approved 2-year high school. It was considered advisable to group these schools separately, because if included in the groups of the regular high schools they would tend to invalidate the findings, especially when central tendencies and dispersions were involved. The data for these schools are presented in much the same manner as they have been for the full-time schools but without tables. Sloan<sup>1</sup> found that in 1929-'30 there were 2 three-year high schools, 26 two-year high schools, and one 1-year high school reported. This is a total of 29 systems offering less than 12 years of work. In the past 10 years this number has been reduced to 11 two-year high schools. The students of the 18 schools that are not now in operation have, no doubt, been absorbed by larger schools in their immediate vicinities. This has been made possible by improved highways and bus lines operated by the larger systems.

For purposes of comparison, the data presented in the remainder of this chapter are compared with the findings of Sloan<sup>2</sup> in 1929-'30 for schools offering less than 12 years of work.

#### SALARY DISTRIBUTION

The salary distribution of the administrators of the 2-year high schools is from \$675 to \$1,125. This gives a range of \$450. The median salary is \$945. In 1929-'30 the distribution was from \$900 to \$2,000, with a range of \$1,100. The median salary was \$1,350, compared with \$945 in 1939-'40. These drastic salary reductions account for the short periods of tenure shown in a later paragraph of this chapter.

#### SEX DISTRIBUTION

Of the 11 schools in this study, 8 or 72 percent of the administrators are men and 3 or 28 percent are women. In 1929-'30, 72.4 percent of the administrators of the less than 12-year schools were men and 27.6 percent were women. The proportion of men and women in these schools has remained the same between 1930 and 1940.

#### EDUCATIONAL TRAINING

One of the administrators of the two-year high schools has a master's degree, 6 have the bachelor of science degree, 2 have the bachelor of arts degree, and 2 have no degree. This is a total of 9 or 82 percent with degrees, while in 1929-'30 only 54 percent of the administrators of the 1-, 2-, and 3-year high schools held degrees. This comparison shows a decided improvement in the qualifications of the administrators of these schools.

1. Herbert L. Sloan, *A Study of the Status of the Public School Administrator in Kansas* (Studies in Education Series, Vol. 1, No. 2. Emporia: Kansas State Teachers College, 1930), 54 pp.

2. *Ibid.*, pp. 36-40.

**TENURE AND EXPERIENCE IN SECONDARY SCHOOL WORK**

The highest tenure in present position of the 8-2 systems is 10 years and the lowest is 1 year. This gives a range of 9 years. Three have been in their present positions 1 year, 7 have been in their present positions 2 years, and 1 has remained 10 years. In 1929-'30 the median tenure for these schools was one year.

As in 1929-'30 it is evident that administrators in these positions do not stay for long periods, but tend to advance as rapidly as possible.

One administrator of the 8-2 plan schools has had 26 years of experience, one has had 13 years, one has had 12, one has had 10, two have had 5, two have had 4, two have had 3, and one has had 2 years. The median number of years of experience is 5 compared with a median of 2 years in 1929-'30. Advancement from these small systems is much slower than it was ten years ago.

**DISTRICT VALUATION**

The highest valuation of the 8-2 plan schools is \$794,446 and the lowest is \$187,190. The median is \$342,478. The median of \$616,313 in 1929-'30 indicates that there has been a drastic reduction in the valuation of these districts, and that factor may be one reason why more than 50 percent of the schools offering less than 12 years of scholastic work have closed.

**TOTAL SCHOOL ENROLLMENT**

The range of the total school enrollment as reported by 10 of the 8-2 schools is from 40 to 121. The median enrollment for this group is 47. In 1929-'30 the range for this class of schools was from 6 to 326 and the median was 57. Of the 615 pupils enrolled in the 10 schools reported, only 120 are in high school. This is an average high school enrollment of only 12.

The decreased valuations in these districts and the small number of high school students have apparently made it more economical for the district to send its high school students to a larger school in the vicinity and to maintain only an elementary school.

**NUMBER OF TEACHERS IN THE SYSTEM AND NUMBER OF CLASSES TAUGHT BY THE ADMINISTRATORS**

The largest number of teachers in the 8-2 systems is 9 and the lowest is 3. The median is 3. In 1929-'30 the largest number of teachers was 14 and the lowest was 1, with a median of 3. This indicates that the schools of this class that are still operating average the same number of teachers as they did 10 years ago.

The administrators of these small schools carry a heavy teaching load and have but a minimum amount of time for administration. Two teach 7 classes a day, 5 teach 6 classes, 3 teach 5 classes, and one teaches 2 classes. Sixty-four percent of these administrators teach 6 or 7 classes. In 1929-'30 it was found that 69 percent of the administrators of the 8-1, 8-2, and 8-3 systems taught 6 or 7 classes. These school heads are not administrators in the true sense of the word, but are teachers who do the school's clerical work in addition to their instructional duties.

## TYPES OF SCHOOL AND DISTRICT ORGANIZATION

It is interesting to note that all schools studied in this chapter are organized on the 8-2 plan, while in 1929-'30 there were two with the 8-3 plan, 26 with the 8-2 plan, and one was organized on the 8-1 plan. The variation, of course, is in the amount of high school work offered, as all are based on the traditional 8-year elementary school.

The types of district organizations are found to be as follows: one rural high school; 2 consolidated schools and 8 or 73 percent, city schools. In 1929-'30 37.9 percent were rural, 24.1 percent were city, 17.2 percent were consolidated, 6.9 percent were community, 3.5 percent were township, and 3.5 percent were union organizations. Nearly all 8-2 school systems are now city organizations.

## SUMMARY AND CONCLUSIONS

1. Only 11 communities in Kansas do not have 12-year schools, while in 1929-'30 there were 29.
2. The median salary of this class of schools is \$945; in 1929-'30 it was \$1,350.
3. The proportion of men and women administrators in these systems has remained the same during the past 10 years.
4. There has been a decided improvement in the qualifications of the administrators of these schools; 82 percent hold degrees in 1940, while only 54 percent had degrees in 1930.
5. Advancement from these smaller systems is much slower than it was 10 years ago.
6. The median of valuation of these districts is \$342,478, while in 1929-'30 it was \$616,313.
7. The average high school enrollment for the eleven 8-2 plan schools is only 12.
8. The decreased valuations of these districts and the small number of high school pupils have apparently made it more economical for the districts to send their high school students to larger schools in their vicinity and to maintain only grade schools.
9. Sixty-four percent of the administrators teach 6 or 7 classes.
10. The school heads of these small systems are not administrators in the true sense of the term, but are teachers who do the school's clerical work in addition to their instructional duties.
11. All schools offering less than 12 years of work are organized on the 8-2 plan.
12. Seventy-three percent of the 8-2 plan schools are city organizations.
13. It is apparent that the high schools that offer less than four years of work are on their way out. The number of such schools has decreased from twenty-nine in 1930 to eleven in 1940.
14. Improved roads and bus routes tend to enlarge the area from which high school students can be drawn.
15. These small high schools have no place in the 1940 plan of school organization.

## CHAPTER VII

## SUMMARY AND CONCLUSIONS

## SUMMARY

The main objective of this study has been to compare the status of the public school administrator of Kansas in 1939-'40 with the state's public school administrator in 1929-'30.

In 1930 Herbert L. Sloan made a study of the status of the public school administrator of Kansas as a partial fulfillment of the requirements for the degree of master of science from the Kansas State Teachers College of Emporia. In order to have direct comparisons for the study, Sloan's was used. The *High School Principal's Report* has been the chief source of information for both studies.

The comparisons are made concerning all administrators of public schools in Kansas that offer at least two years of secondary school work. The 677 administrators used in this study are grouped into four main divisions as follows: first-, second-, and third-class-city administrators, and the administrators of the eleven approved two-year high schools.

The following types of data were obtained from the *High School Principal's Reports* which are submitted each year by the administrators themselves:

1. Individual salaries of administrators.
2. Sex of individual administrators.
3. Extent of professional training.
4. Amount of educational experience both as an administrator and an instructor, in secondary school work.
5. Administrative factors pertaining to district valuation, teachers under control, total school enrollment, number of classes taught, type of school organization and type of district organization.
6. Tenure of individual administrators in their present position.

In summarizing, there are many interesting comparisons of the Kansas administrator's status in 1939-'40 with his status in 1929-'30. Among them are:

1. The salaries of administrators in 1939-'40 range from \$540 to \$6,500. In 1929-'30 the highest salary was \$8,400 and the lowest was \$1,350. The median salary for all administrators was \$1,650 in 1939-'40; in 1929-'30 it was \$2,270.

2. The highest salary for first-class city administrators was \$6,500 in 1939-'40. The third quartile salary was \$6,500 in 1929-'30. The quartile deviation was \$750 in both 1929-'30 and in 1939-'40.

3. The median salaries in 1929-'30 increased successively from \$2,200 for third-class cities to \$3,200 for second-class cities and to \$5,500 for first-class cities. In 1939-'40 they were \$1,600 for third-class cities, \$2,700 for second-class cities, and \$4,400 for first-class cities. The median salary for third-class cities in 1939-'40 was approximately 27 percent less than in 1929-'30. The median for second-class cities was 16 percent less and the median for first-class cities was 20 percent less.

4. There are only six women administrators of the public school systems and all are found in the small third-class cities. Women administrators have decreased in number from 3.1 percent in 1925-'26 to 1.1 percent in 1929-'30 and to .93 percent in 1939-'40.

5. There are 1,110 degrees held by Kansas administrators in 1939-'40, compared with 708 in 1929-'30. This increase in number of degrees held is due, largely, to the fact that there are 349 more master's degrees held in 1939-'40 than there were in 1929-'30.

6. Fifteen administrators had no degrees in 1929-'30, while in 1939-'40 only four were found to be so classified.

7. In 1929-'30 thirteen percent of the Kansas administrators held master's degrees, while in 1939-'40 sixty-four percent held the advanced degree. No doctor's degrees were reported in 1929-'30; in 1939-'40 one Ed. D. and two Ph. D.'s are reported.

8. Of the 656 Kansas administrators having bachelor's degrees, 204 or 31 percent have been received from the private colleges or universities; 110 or 16.7 percent are from the Kansas State Teachers College of Emporia; 87 or 13.2 percent are from the Kansas State Teachers College of Pittsburg; 82 or 12.5 percent have been received from out-of-state colleges or universities; 74 or 11.2 percent are from the Kansas State Teachers College of Hays; 50 or 7.6 percent are from the Kansas State College; and 49 or 7.4 percent are from the University of Kansas.

9. Of the 439 master's degrees held by Kansas administrators, 132 or 30 percent have been received from out-of-state colleges or universities; 118 or 26.8 percent are from the University of Kansas; 63 or 14.3 percent are from the Kansas State Teachers College of Pittsburg; 51 or 11.6 percent are from the Kansas State Teachers College of Emporia; 37 or 8.4 percent are from Kansas State College; 28 or 6.3 percent are from the Kansas State Teachers College of Hays; and 10 or 2.2 percent have been received from the private colleges and universities of Kansas.

10. Sloan found in 1929-'30 that of the 79 administrators in Kansas who had both bachelor's and master's degrees, 34 or 43 percent had the A. B.-M. A. combination; 20 or 25.4 percent had the B. S.-M. A. combination; 21 or 26.6 percent had the B. S.-M. S. combination; and 4 or 5 percent had the A. B.-M. S. combination. This study shows that in 1939-'40, of the 422 administrators having bachelor's and master's degrees: 182, or 43.1 percent have the B. S.-M. S. combination; 106, or 25.1 percent, have the A. B.-M. A. combination; 67, or 15.3 percent have the B. S.-M. S. combination; 41, or 9.7 percent, have the A. B.-M. S. combination; 15, or 3.5 percent, have the A. B.-M. E. combination; and 11, or 2.6 percent, have the B. S.-M. E. combination.

11. In 1929-'30 sixty-nine percent of the administrators had either "majored" or "minored" in education. In 1939-'40 eighty-six percent have either "majored" or "minored" in education.

12. In 1930 Sloan found that the medians for tenure in present positions, for Kansas administrators, were 3.1, 5, and 10 years, respectively, for the third-, second-, and first-class cities. In 1940 the same medians are found to be 3, 11, and 16 years for the third-, second- and first-class-city administrators.

13. In 1929-'30 the tenure of the middle 50 percent of the first-class-city administrators was from 6 to 17 years, for the second-class cities it was from 3

to 8 years, and for the third-class cities it was from 1.81 to 4.83 years. Table X (p. 21) shows that for the first-class-city administrators of 1939-'40 it is from 8 to 20 years; for the second-class cities it is from 5 to 14 years; and for the third-class cities it is from 2 to 6 years.

14. In 1929-'30 Sloan found that the medians of secondary school experience for the third-, second-, and first-class cities are 7.74, 15, and 19 years, respectively. In 1939-'40 it is found that the same medians are 14, 19, and 26 years, respectively. These increases are to be expected in the latter study because of the large number of administrators who have remained in their profession during the years covered by these comparisons.

15. The highest district valuation is \$145,885,606; the lowest is \$111,847.

16. There has been a 13 percent reduction in valuation in cities of the first class, 23 percent for cities of the second class, and 30 percent for cities of the third class. In 1929-'30 the median valuation for all classes of cities was \$1,943,000, while in 1939-'40 it is \$1,412,670. This is a 27 percent reduction.

17. The enrollment of the first-class cities has decreased seven percent in the past ten years, and the enrollment of the second-class cities has decreased six and four-tenths percent. The total school enrollment in all schools of Kansas was 439,749 in 1930 while in 1939 it was 372,493. This is a reduction of more than fifteen percent.

18. The largest number of teachers in any school system in Kansas is 690, the least number is three, with a median of eight for all classes of cities.

19. Some cities of the first class and the larger cities of the second class have increased their teaching forces as much as 20 percent; the lower 50 percent of the second-class cities has kept approximately the same number of teachers, while the teaching forces of the third-class cities have been reduced in proportion to their decreased enrollment.

20. Administrators of the first-class cities and 60 percent of the second-class-city administrators have no instructional duties.

21. The 8-4 plan of school organization is most common, being used by 78.6 percent of the Kansas schools.

22. There are 133 junior high schools indicated by the types of school organization in Kansas compared with 94 in 1930. This is an increase of 41 percent.

23. Nearly all school systems are organized as rural high or city systems.

24. The number of Barnes schools in Kansas has remained unchanged during the past ten years. There are 260 such schools.

25. There are only eleven "less than four year high schools" in Kansas compared with twenty-nine in 1930.

26. The median salary for the "less than four-year high schools" is \$945 while in 1929-'30 it was \$1,350.

27. The median valuation of districts having the "less than four-year high schools" is \$342,478, while in 1929-'30 it was \$616,313.

28. The average high-school enrollment for these districts is only twelve. Sixty-four percent of the administrators teach six or seven classes.

29. All schools offering less than four years of high-school work are organized on the 8-2 plan and 73 percent are city organizations.

## CONCLUSIONS

1. The effect of the economic depression during the years from 1930 to 1940, on the salaries of the public school administrators, is shown by an average salary reduction for all administrators of 21 percent. The administrators of third-class cities received the greatest reduction (27 percent), while the administrators of the second-class cities received the smallest reduction (16 percent).

2. It is suspected that the small number of first-class-city administrators might show salary reductions for reasons other than economic trends. Due to their small number, administrative changes have no doubt been a factor in lowering the median for this group.

3. Practically 100 percent of the Kansas administrators are holders of degrees in 1940.

4. In 1929-'30 ninety-two master's degrees were held by Kansas administrators. This study shows that in 1939-'40 fifty-six of the present administrators held master's degrees prior to 1930. This indicates that at least thirty-six administrators with master's degrees in 1929-'30 are not now connected with the Kansas public schools as their chief administrator.

5. There has been a steady increase in the number of master's degrees received, with the peak being reached in 1938, just four years after the regulation requiring administrators of Class A and Class B schools of Kansas to hold master's degrees was adopted by the State Board of Education.

6. Kansas colleges and universities are furnishing approximately ten percent more of the state's administrators than they did in 1929-'30.

7. The great gain in the number of B.S.-M.S. combinations of degrees is due to the increased activity of the graduate schools of the three teachers colleges of the state which confer only the M.S. degree.

8. Education and social science continue to be the most common subject combinations.

9. Practically 100 percent of the administrators either "major" or "minor" in education in their graduate study.

10. The tenure of administrators in the public school systems of Kansas increases with the size of the school system.

11. There is a general increase in the tenure of the administrators in each of the three classes of cities, with the greatest gain being made by the administrators in the second-class cities.

12. Many of the administrators of the first- and second-class city school systems have remained in the same system during the past ten years.

13. The advance of Kansas administrators from third- to second-class city systems and from second- to first-class cities is necessarily slow because of the small number of first-class city systems and the long periods of tenure enjoyed by their administrators. Infrequent vacancies in the first-class city systems tend to cause longer periods of tenure for the eligible administrators of the second-class cities.

14. The median tenure in present positions for administrators of the third-class cities is lower than it was ten years ago. In 1929-'30 it was 3.1 years and in 1939-'40 it was 3 years. The increase in the median years of experience of

administrators of third-class city schools from 7.74 in 1929-'30 to 14 years in 1939-'40 indicates that the decrease in the tenure in present positions is caused mostly by moving around within the same class of cities.

15. Administrative experience in secondary school work tends to increase with the size of the school system.

16. Kansas administrators now (1940) have nearly twice as much secondary school experience as they had in 1929-'30.

17. The enrollment in all Kansas schools in 1939 was nearly 9,000 less than it has been at any time since 1900.

18. In most of the second- and third-class cities the administrator is also the supervisor.

19. As school enrollment increases the instructional duties of the administrator decrease.

20. In the last ten years there has been an 18 percent increase in the number of Kansas administrators who are graduates of the state's teachers colleges.

21. The junior high school movement is growing. The number of these schools has increased 41 percent from the 1929-'30 to 1939-'40. There is evidence that a lack of building facilities prevents many more of the schools now using the 8-4 plan from creating a junior high school. As enrollment decreases it is probable that many of these schools can adopt the 6-6 plan without additional buildings.

22. There has been a decided improvement in the qualifications of the administrators of the "less than four year high schools"; only 54 percent held degrees in 1929-'30, while in 1939-'40 degrees were held by 82 percent.

23. Advancement from these smaller systems is much slower than it was ten years ago. This is indicated by the increased tenure in present positions shown by the administrators.

24. The decreased valuation of these districts and the small number of high school pupils have apparently made it more economical for the districts to send their high school students to larger schools in their vicinities and to maintain only grade schools.

25. The school heads of these small systems are not administrators in the true sense of the term, but are teachers who do the school's clerical work in addition to their instructional duties.

26. It is evident that there is no place in the educational plan of Kansas for the high schools offering less than four years of instruction and that they are on their way out.

27. As a result of this study, the general conclusions regarding the status of the present public school administrator of Kansas, in comparison with the administrator of 1929-'30, are:

- (1) The salaries paid the administrators are still inadequate in view of the long period of professional training and apprenticeship required. The Kansas administrator has taken his salary cut in equal proportion to the reduction received by all wage earners during the past ten years. However the present salaries are still large enough to hold and to attract capable men.

- (2) The Kansas administrator has made an admirable professional growth in the face of adverse financial conditions. The vast improvement in his qualifications, as shown by the amount of graduate work he has completed, marks him as a true professional man.
- (3) Finally, in comparing the present Kansas administrator with the administrator of 1929-'30, it is evident that he is a much more experienced and a far better qualified individual who has proven his professional spirit.

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PRINTED BY KANSAS STATE PRINTING PLANT  
W. C. AUSTIN, STATE PRINTER  
TOPEKA 1941  
19-109

