

A STUDY OF THE EXPERIENCE, TRAINING, TENURE,
AND SALARIES OF 175 SUPERINTENDENTS OF
SCHOOLS IN THIRD CLASS CITIES OF KANSAS


1929-1930

by
Howard B. Guer


Bachelor of Arts--Wichita University-1925

Submitted to the Department
of Education and the Faculty
of the Graduate School of the
University of Kansas in partial
fulfillment of the requirements
for the degree of Master of Arts
in Education.

Approved by:



Instructor in charge



Head of Department.


Date

Acknowledgment

The writer wishes to express his appreciation to John W. Twente, Professor of Education, for his instruction and helpful suggestions. Also for the many superintendents of schools who provided the data on which part of this study is based, as well as to State Superintendent of Public Instruction, George A. Allen, Jr., for the salaries of the administrators here included.

List of Tables

	Page
Table I. Teaching experience in rural grade school	16
Table II. Teaching experience in elementary grade school	18
Table III. Teaching experience in junior high school	20
Table IV. Teaching experience in senior high school	22
Table V. Experience as principal of a rural grade school	24
Table VI. Experience as principal of an elementary grade school	26
Table VII. Experience as principal of a junior high school	28
Table VIII. Experience as principal of a senior high school	30
Table IX. Experience as superintendent of a consolidated high school	32
Table X. Experience as superintendent of a third class city high school	34
Table XI. Experience as superintendent of a second class city high school	36
Table XII. Attendance in an undergraduate college	38
Table XIII. Attendance in a graduate school	40
Table XIV. Degree held	42
Table XV. Institutions granting degrees	44
Table XVI. Undergraduate work in education	46-47
Table XVII. Graduate work in education	48
Table XVIII. Teaching certificates	50

	Page
Table XIX. Per cent of day used for teaching	52
Table XX. Per cent of day used for supervision	55
Table XXI. Per cent of day used for office work	57
Table XXII. Per cent of day used for coaching athletics	59
Table XXIII. Educational magazines accessible	61
Table XXIV. Membership in educational organizations	63-64
Table XXV. Major and minor fields	68
Table XXVI. Time upon deciding to enter educational work	70
Table XXVII. Tenure	72
Table XXVIII. Salaries	74
Table XXIX. Plans	77

Table of Contents

	Page
Introduction	1
Chapter I. Scope and Related Literature	2
Chapter II. Technique and Data.	13
Chapter III. Presentation and Interpretation of Data	15
Chapter IV. Summary of Findings	78
Bibliography	84-85
Appendix	86
A. Personal Letters and Questionnaire	87-88-89
B. List of Cities Whose Superintendents Contributed to this Study	90-91

Introduction

In order that the educational interests of the smaller cities in Kansas may be brought to the highest level of achievement it is necessary that the leadership be of the highest quality.

To determine wisely what measures should be taken to improve the professional status of the superintendent of schools; it is first important that information regarding his present status be gathered. Upon this information as a basis a program for improvement can be built.

An interest in this particular field of work was stimulated by my work as a superintendent of schools in a third class city for the past four years. Consequently, facts concerning others having similar positions were of special interest to me.

A careful consideration of the facts and data compiled in this study should reveal conditions showing the status of superintendents of schools of third class cities, relative to training, salary, experience, and division of school day.

Chapter I.

Scope and Related Literature

This study involves 175 superintendents of schools of cities of the third class in Kansas. The 175 superintendents in this study represents 67 per cent of the total number of superintendents of district and consolidated high schools found in the third class cities in Kansas. A complete list of the cities whose superintendents are represented in this study may be found on page

The need for excellent professional preparation on the part of the superintendents of school is clearly shown in a statement of desirable qualifications sought for in the selection of a superintendent of schools in one of our large cities. The statement suggests the following qualifications.

A dominating personality, a leader of men. A man of moral character and religious belief, a good public speaker. A man of strong constitution and health, industrious, persivering, courageous and with a high sense of personal honor, clean in person and in mind. Temperate in act and in speech, knowing when to speak and when to keep silent, honest and square, tactful and diplomatic.

A man who is animated by ideals of service and who is kindly and sympathetic toward his assistants.

A man who, when the needs of the school demand it, knows how to fight and fight hard.

Professional: A graduate of a reputable college, a graduate student of school administration or a professor of administration in one of the leading graduate schools of education.

An important contributor to publications of scientific societies or to educational periodicals upon contemporary problems of consequence to the administration of city schools.

A man who is recognized among superintendents of city schools as one of the ablest and most successful of their group.

Experience: A man who in his earlier years was a principal and teacher of an elementary school, who later became superintendent in a small city which employed only one executive officer, and who now holds or has within the past two years held the superintendency in a city school system in which there were one or more department heads, such as business manager, superintendent of buildings and grounds, etc., and in which there is a wide variety of schools represented, such as vocational schools, special classes for gifted and subnormal children.

A man who is up to date in manners pertaining to supervision of instruction.

A man who has had uniformly conspicuous success in each

of these classes of positions and especially in those cities where conditions made success difficult to attain."¹

This statement of qualifications is cited because it indicates the nature of the superintendents work as reviewed by a board of education, and because it shows the demand for men with specific training. This city is a conspicuous example among those which demand school superintendents with the highest quality of leadership. The need for these qualities does not materially decrease as we pass from our largest to our smallest cities.

Previous Studies in the Field

Among the most important studies in this field may be included investigations concerning the social status of the teacher, the development of the authority of the superintendent of schools, the teacher's salaries, the status of the high school principal and the status of the superintendent of schools.

In a study on "The Social Composition of the Teaching Population" published by Columbia University it was found that the typical male teacher was twenty nine years of age, had three or four years of training beyond

1. Elementary School Journal XXI. Nov. 1920 161-162
2. Coffman, Lotus "The Social Composition of the Teaching Population" Teacher's College, Columbia University, New York City

the elementary school, and had seven years teaching experience, his first experience in a rural school.

Bennett Douglas in his study "The Status of the Superintendent"¹ found:

"The superintendents reporting in his study have between 2 and 13 years training beyond the elementary school. Usually the superintendent is a graduate of a four year high school and of a standard college.

The total educational experience of these superintendents reporting is from 2 to 49 years. The middle 50 per cent having from 13.9 to 26.1 years of service. Experience as a teacher in a rural grade school is reported by 42 per cent of the superintendents. The middle 50 per cent having from 1.8 to 4.1 years of rural school experience.

Experience in teaching a graded school is reported by 16 per cent of the superintendents. The middle 50 per cent having from 1.8 to 3.3 years experience. High school teaching is reported by 38 per cent of the superintendents. The middle 50 per cent having from 2 to 5 years experience.

Experience as a high school teacher reported by 67 per cent of the superintendents. The middle 50 per cent having from 3 to 8 years experience.

1. Douglas, Bennett "The Status of the Superintendent"
Department of Superintendence
First Year Book February 1923

Salaries of the city superintendents range from \$1,000 to \$12,000. The middle 50 per cent receive from \$2,876 to \$4,050 per year.

Superintendents are usually a member of three professional organizations.

Superintendents usually take four professional magazines. The tenure of the superintendents in this study is from 1 to 41 years. The middle 50 per cent are in office from 2 to 6 years.

In the cities under 5,000 population the per cent of superintendents holding various degrees are as follows:

64%	A.B. degree	14.56%	B.S. degree
7%	PhD. "	8.4%	M.S. "
	23.24%		M.A. degree

Research Bulletin N.E.A. "The Principal in a Program of Supervision:"

"An effective program of supervision demands that the principal have wide knowledge of teaching devices, measurements, methods, and curriculums."¹

On the basis of a nation wide research it has been suggested that teaching principals should divide their time approximately as follows:

Supervision	35%	Teaching	30%
Administration	17%	Clerical	8%
	Miscellaneous		10%

1. "The Principal in a Program of Supervision" Research Bulletin N.E.A. Vol. 7 No. 5 Pages 288-89 297.

The supervising principal must be well informed, much of his academic and professional knowledge will be obtained from the teacher's training institution, and from professional text. But some of the most helpful knowledge for supervision must be obtained on the job. Such special information includes facts about the community, the course of study, the parents, the pupils, the teacher's and the school plant."

¹
Cubberley states, "the primary function of the superintendent of schools is to think, to plan and to lead. He must be tactful intelligent, have good common sense, a deep personal loyalty, technical knowledge, and professional skill.

To be a good principal one should be a good teacher, should know the details of school organization and administration, and should have a reasonable satisfactory philosophy of the educational process which he is to supervise. The principal ought to be able to take a class from any teacher and teach it well and he ought to know the details of school organizations and the reason for doing things better than all except a few of his older and more capable teachers."

1. Cubberley, E. P. "The Principal and his High School" Pages 20-23.

1

In a recent study, by McClure, in which the judgments of fifteen university professors were sought and combined, gave the following distribution of time allotted to various duties:

Supervision of Instruction	40%
Administration	20%
Community leadership	15%
Professional study	11%
Clerical work	10%

One hundred twelve Detroit principals recently made a study of their own activities. They found they were spending their time as follows:

Administration	51%
Supervision	36%
Clerical work	10%
Community work	3%

1. McClure, "The Function of the Elementary School Principal" Elementary School Journal Vol. 21. March 1921. Pages 500-14.
2. Truitt, W.J.B. "Distributing the Principal's Time" School Executive Magazine (48) July 1929. Pages 498-99.

W. O. Hampton of North Carolina found that the city and rural principals of that state spend their time as follows:¹

Administrative duties	65%
Supervision	20%
Clerical work	8%
Teaching	4%
Other duties	3%

The Department of Elementary School Principal's of the National Education Association in a recent nation wide study, find that principals spend their time as follows:²

Supervision	34%
Administration	30%
Clerical work	19%
Teaching	4%
Other duties	3%

³
"Ferris found that over 31 per cent of the principals in charge of the smaller high schools in the state of New York in 1922 were serving their first year in their respective positions."

1. Truitt, W.J.B. "Distributing the Principal's Time" School Executive Magazine (48) July 1929. Pages 498-99.
2. Truitt, W.J.B. Ibid
3. Ferris, "Rural High School Survey of New York State" Page 105.

The qualifications of a superintendent of schools as judged by the president's of several board's of education are as follows:¹

1. He should have a good education, should be a graduate of a very good college.

2. He should have a higher degree, as for example the M.A. degree, secured in a reputable college of education.

3. He should have several years experience as a teacher.

4. He should be aggressive and keep abreast with what is new and essential, and not to be satisfied with what has been accomplished in a system, and yet not given to extravagance where the income is limited.

5. He should know how to control himself, and thus be able to receive and answer criticism.

6. He should have an interest in public affairs of the community, and be ready to further what is for the good of the same.

1. "Administration of School's in Smaller Cities"
U.S. Bureau of Education. Bulletin No. 2. 1922
Pages 41-43.

1

Cubberley states, the most important officer in the employ of the people of any municipality today is the person who directs the organization and administration of its school system, and supervises its instruction.

The position of superintendent of schools in a modern city, if properly filled, is a full man's job and calls for the best that is in a strong capable, well trained and mature man.

His training should include a good college education and at least a year of graduate study, doing advanced work in the study of educational problems. Men of ability should not stop here, but after a few years of practical experience, should go on and obtain their Ph.D. degree.

Benner, T. E. in his study "Training and Experience of New England School Superintendent's" found that the median salary for the superintendents of union and district high schools was \$2,700. The middle 50 per cent receive from \$2,200 to \$3,000. He further concluded that a four year college course with professional training in the last two years, and a year of graduate study are the minimum qualifications which will properly equip a school superintendent of today.

1. Cubberley, E. P. "Public School Administration"
Pages 131-33.
2. Benner, T. E. "Training and Experience of New
England School Superintendent's"
American School Board Journal
March 1924 Page 55.

1

Cubberly states, the most important officer in the employ of the people of any municipality today is the person who directs the organization and administration of its school system, and supervises its instruction.

The position of superintendent of schools in a modern city, if properly filled, is a full man's job, and calls for the best that is in a strong capable, well trained and mature man.

His training should include a good college education and at least a year of graduate study, doing advanced work in the study of educational problems. Men of ability should not stop here, but after a few years of practical experience, should go on and obtain their PhD. degree.

Benner, T. E. in his study "Training and Experience of New England School Superintendent's" found that the median salary for the superintendents of union and district high schools was \$2,700. The middle 50 per cent receive from \$2,200 to \$3,000. He further concluded that a four year college course with professional training in the last two years, and a year of graduate study are the minimum qualifications which will properly equip a school superintendent of today.

1. Cubberly, E. P. "Public School Administration"
Pages 131-33.
2. Benner, T. E. "Training and Experience of New
England School Superintendent's"
American School Board Journal
March 1924 Page 55.

In an article in "School and Society"¹ it was found that in Virginia, the annual turnover of high school principals bears a direct relationship to salaries paid these officials.

Twenty eight high schools of the state which have not changed principals during the past four years, paid a median salary to its principals of \$1,890. On the other hand twenty seven schools which have changed principals each year for the past four years paid a median salary of \$1,350.

The turnover of all principals for a four year period is 37.54 per cent.

Chapter II.

Technique and Data

This is a survey type of investigation. The simplest statistical technique is used throughout this work.

The sources of information used in this study are the following: (1) From the Kansas Educational Directory 1928-29, issued by State Superintendent, George Allen Jr., was obtained the lists of schools whose superintendents contributed to this study (2) Information regarding the salaries of the superintendents in this study was secured from the office of the State Superintendent. (3) An inquiry blank was sent to all the superintendents of schools of cities of the third class in Kansas excepting those who were superintendents of rural and community high schools The Questionnaire was grouped in the following main divisions;

- (a) Class room teaching experience
- (b) Experience as principal
- (c) Experience as superintendent
- (d) Attendance in a college or university
- (e) Degree or degrees held. Institution granting degree
- (f) Major and minor fields
- (g) Undergraduate and Graduate work in education

- (h) Type of certificates held
- (i) Estimate of how school day is divided
- (j) Membership in educational organizations
- (k) Access to educational magazines
- (l) Tenure
- (m) Time when deciding to enter the teaching profession
- (n) Plans
- (o) Salaries

On November 4th questionnaires were sent to the 262 superintendents of district and consolidated high schools in Kansas. This included all the superintendents of high schools in third class cities in Kansas excepting those who were superintendents of rural and community high schools. By November 20th, replies had been received from 67 per cent of the superintendents to whom the questionnaires were sent. On November 23rd, a second copy of the questionnaire was sent to 55 of the superintendents who had not returned the first questionnaire. By December 10th, replies had been received from 183 of the superintendents to whom the questionnaires were sent. From the 183 replies received the 175 questionnaires most completely answered were used in this study.

Chapter III.

Presentation and Interpretation of Data

This study attempts to show the status of the superintendent of schools of third class cities of Kansas, relative to experience, training, salary and division of school day. An attempt is made to characterize the median superintendent of schools of third class cities in Kansas. In connection with this problem these questions naturally present themselves for consideration.

- (a) How much class room teaching experience have the superintendents?
- (b) To what extent have the superintendents administrative experience?
- (c) What training have the superintendents as indicated by degrees held
- (d) Number of weeks superintendents have attended College and Graduate school?
- (e) Number of semester hour of undergraduate and graduate work in education?
- (f) Magazines read?
- (g) Membership in educational organizations
- (h) Tenure
- (i) Salaries

Table I.

Number of Years Teaching Experience in Rural Grade
Schools of 175 Superintendents Included in this
Study.

Year's Experience	F _s
24-26.	1
22-24.	0
20-22.	0
18-20.	0
16-18.	0
14-16.	0
12-14.	1
10-12.	0
8-10.	5
6-8	5
4-6	5
2-4 . . . . .	.37
0-2	121

True Range. 0-26

Median 1.45

Q₃ 2.55

Q₁72

Teaching Experience in Rural Grade Schools.

The 175 superintendents included in this study have a teaching experience in rural grade schools ranging from 0-26 years, with a median of 1.45 years. Twenty five per cent of the superintendents have less than .72 of a year's experience and twenty five per cent have more than 2.55 years teaching experience in a rural grade school. Fifty per cent of these superintendents have teaching experience in a rural grade school ranging from .72 to 2.55 years.

Table II.

Number of Year's Teaching Experience in Elementary
Grade Schools of 175 Superintendents Included
in this Study.

Year's Experience	Fs
11.	1
10.	0
9.	1
8.	0
7.	2
6.	3
5.	1
4.	3
3.	6
2.	9
1.	7
0.	142

True Range.	0-12
Q ₃. . . . .	.92
Q ₁. . . . .	.31
Median . . . . .	.62

Teaching Experience in Elementary Grade Schools.

The 175 superintendents included in this study have a teaching experience in elementary grade schools ranging from 0-12 years, with a median experience of .62 years. Twenty five per cent of these superintendents have a teaching experience of less than .31 years and twenty five per cent have more than .92 years teaching experience in elementary grade schools. Fifty per cent of these superintendents have teaching experience in elementary grade schools ranging from .92 to .31 years.

Table III.

Number of Year's Teaching Experience in Junior
High Schools of 175 Superintendents Included
in this Study.

Year's Experience	Fs
6.	3
5.	1
4.	0
3.	1
2.	4
1.	7
0.	159

True Range 0-7

Median55

Q_3 83

Q_1 28

Teaching Experience in Junior High Schools

The 175 superintendents included in this study have a teaching experience in junior high school ranging from 0-7 years, with a median experience of .55 years. Twenty five per cent of these superintendents have less than .28 years experience and twenty five per cent have more than .83 years teaching experience in junior high schools. Fifty per cent of these superintendents have a teaching experience in junior high schools ranging from .28 to .83 years.

Table IV.

Number of Year's Teaching Experience in Senior High Schools of the 175 Superintendents Included in this Study.

Year's Experience	Fs
20-22.	1
18-20.	2
16-18.	7
14-16.	4
12-16.	3
10-12.	9
8-10. . . . .	.10
6-8 . . . . .	.16
4-6 . . . . .	.25
2-4 . . . . .	.39
0-2 . . . . .	.59

True Range 0-22

Median 3.45

Q_3 7.03

Q_1 1.48

Teaching Experience in Senior High School

The 175 superintendents included in this study have a teaching experience in senior high schools ranging from 0-22 years with a median experience of 3.46 years. Twenty five per cent of these superintendents have less than 1.48 years and twenty five per cent have more than 7.03 years teaching experience in senior high schools. Fifty per cent of these superintendents have a teaching experience in senior high schools ranging from 1.48 to 7.03 years.

Table V.
 Number of Year's Experience as Principal of
 Rural Grade Schools of the 175 Superin-
 tendents Included in this Study.

Year's Experience	Fs
8	1
7	0
6	1
5	0
4	2
3	1
2	7
1	6
0	157

True Range 0-8

Median56

Q84

Q28

Experience as Principal of Rural
Grade Schools.

The 175 superintendents included in this study have experience as principal in a rural grade school ranging from 0-8 years, with a median of .56 years. Twenty five per cent of these superintendents have less than .28 years and twenty five per cent have more than .84 years experience as principal of rural grade schools. Fifty per cent of these superintendents have experience as principals of rural grade schools ranging from .84 to .28 years.

Table VI.

Number of Year's Experience of the Superintendents
in this Study as a Principal of an Elementary
Grade School.

Year's Experience	Fs
11.	1
10.	1
9.	1
8.	0
7.	1
6.	2
5.	1
4.	4
3.	7
2.	3
1.	8
0. . . . .	.146

True Range 0-12

Median6

Q_3 87

Q_1 3

Experience as Principal of Elementary
Grade Schools.

The 175 superintendents included in this study have experience as principal of an elementary grade school ranging from 0-11 years, with a median experience of .6 years. Twenty five per cent of these superintendents have less than .3 years and twenty five per cent have more than .87 years experience as principal of an elementary grade school. Fifty per cent of the superintendents have experience as principal of elementary grade schools ranging from .3 to 87 years.

Table VII.

Number of Year's Experience of the Superintendents
in this Study as a Principal of a Junior High
School.

Year's Experience	Fs
10.	1
9.	0
8.	0
7.	0
6.	1
5.	1
4.	1
3.	5
2.	5
1.	5
0. . . . .	.158

True Range 0-11

Median55

Q_3 83

Q_1 27

Experience as Principal of a Junior High School

The 175 superintendents included in this study have experience as a principal of a junior high school ranging from 0-10 years with a median experience of .55 years. Twenty five per cent of these superintendents have less than .27 years and twenty five per cent have more than .83 years experience as principal of a junior high school. Fifty per cent of these superintendents have experience as principal of a junior high school ranging from .27 to .83 years.

Table VIII.

Number of Year's Experience of the Superintendents
in this Study as a Principal of a Senior High
School.

Year's Experience	Fs
20-22.	1
18-20.	2
16-18.	3
14-16.	4
12-14.	5
10-12.	7
8-10. . . . .	.13
6-8 . . . . .	.18
4-6 . . . . .	.47
2-4 . . . . .	.73
True Range	0-21
Median	2.61
Q_3	5.25
Q_1	1.19

Experience as Principal of a Senior High School

The 175 superintendents included in this study have experience as a principal of a senior high school ranging from 0-22 years, with a median experience of 2.61 years. Twenty five per cent of these superintendents have more than 5.25 years and twenty five per cent have less than 1.19 years experience as a principal of a senior high school. The middle fifty per cent have experience as a principal of a senior high school ranging from 1.19 to 2.25 years.

Table IX.

Number of Year's Experience as Superintendent of
a Consolidated Schools of the 175 Superintendents
Included in this Study.

Year's Experience	Fs
12.	1
11.	2
10.	1
9.	2
8.	2
7.	0
6.	2
5.	3
4.	1
3.	9
2. . . . .	.10
1. . . . .	.10
0.	132

True Range 0-13

Median66

Q_3 99

Q_1 33

Experience as Superintendent of a Consolidated High School.

The 175 superintendents included in this study have experience as a superintendent of a consolidated high school ranging from 0-13 years with a median experience of .66 years. Twenty five per cent of these superintendents have more than .99 years experience and twenty five per cent have less than .33 years experience as a superintendent of a consolidated school. The middle fifty per cent have experience as a superintendent of a consolidated school ranging from .33 years to .99 years.

Table X.

Number of Year's Experience as Superintendent of
Schools in a Third Class City of the 175 Super-
intendents Included in this Study.

Year's Experience	Fs
28-30.	1
26-28.	0
24-26.	0
22-24.	0
20-22.	5
18-20.	2
16-18.	1
14-16.	3
12-14.	5
10-12. . . . .	.10
8-10. . . . .	.16
6-8 . . . . .	.20
4-6 . . . . .	.15
2-4 . . . . .	.38
0-2 . . . . .	.59

True Range 0-30

Median 3.49

Q_3 7.93

Q_1 1.48

Experience as Superintendent of Schools in a
Third Class City.

The 175 superintendents included in this study have experience as a superintendent of schools in a third class city ranging from 0-30 years with a median experience of 3.49 years. Twenty five per cent of these superintendents have more than 7.93 years experience and twenty five per cent have less than 1.48 years experience as a superintendent of schools in a third class city. The middle fifty per cent have experience as superintendet of schools in a third class city ranging from 1.48 years to 7.93 years.

Table XI.
 Number of Year's Experience as Superintendent
 of Schools in a Second Class City of the
 175 Superintendents Included in this
 Study.

Number of Years	Fs
12.	1
11.	0
10.	0
9.	0
8.	0
7.	0
6.	0
5.	0
4.	0
3.	1
2.	1
1.	4
0.	168

True Range. 0-12
 Median.52
 Q₃.78
 Q₁.26

Experience as Superintendent of Schools in a
Second Class City.

The 175 superintendents included in this study have experience as a superintendent of schools in a second class city ranging from 0-12 years, with a median experience of .52 years. Twenty five per cent of these superintendents have more than .78 years experience and twenty five per cent have less than .26 years experience as a superintendent of a second class city. The middle fifty per cent have experience as a superintendent of schools in a second class city ranging from .26 years to .78 years.

Table XII.

*

Number of Weeks that 172 Superintendents In-
cluded in this Study Have Been in Atten-
dance in an Under-Graduate College.

Weeks in Attendance	Fs
180-200.	9
160-180.	10
140-160.	135
120-140.	7
100-120.	6
80-100.	1
60-80	2
40-60	2

True Range 40-200

Median 150.07

Q_3 156.44

Q_1 143.71

*

* 3 superintendents did not answer.

Attendance in a College.

The 172 superintendents in this study replying to this question have been in attendance in a college taking under-graduate work from 40-200 weeks. With a median of 150.07 weeks. Twenty five per cent of these superintendents have been in attendance less than 143.71 weeks and twenty five per cent of these superintendents have been in attendance more than 156.44 weeks in a college taking under-graduate work. Fifty per cent of the superintendents have spent between 143.71 and 156.44 weeks in a college taking under-graduate work.

Table XIII.

Number of Weeks in Attendance in a Graduate
 *
 school of 173 Superintendents Answering
 this Question.

Weeks in Attendance	Fs
70-80.	1
60-70.	1
50-60.	2
40-50.	5
30-40.	17
20-30.	26
10-20.	31
0-10.	90

True Range 0-80

Median 9.61

Q_3 23.13

Q_1 4.81

* 2 superintendents did not answer.

Attendance in a Graduate School.

The number of weeks in attendance in a graduate school of the 173 superintendents included in this study have a true range of 0-80 weeks with a median of 9.61 weeks. Twenty five per cent of these superintendents have spent less than 4.81 weeks and twenty five per cent have spent more than 23.13 weeks in attendance in a graduate school. Fifty per cent of these superintendents have been in attendance in a graduate school between 4.81 and 23.13 weeks.

Table XIV.

Number and Per Cent of the 170 Superintendents who Report that they Hold Bachelor and Master Degrees.

Degree	Number	Per Cent
B.S.	85	50
A.B.	84	49.92
Ph.B	2	1.17
M.A.	17	10.
M.S.	7	4.12
M.Ed.	1	.59

Number not answering five.

Degrees Held.

*
Of the 170 superintendents included in this study, eighty five or 50 per cent holds a Bachelor of Science degree. Eighty four or 49.92 per cent holds a Bachelor of Arts degree. Two or 1.17 per cent holds a Bachelor of Philosophy degree. Seventeen or 10 per cent holds a Master of Arts degree. Seven or 4.12 per cent holds the Master of Science degree. One or .29 per cent holds a Master's in Education degree.

* Number of superintendents not answering five.

Table XV.

Number and Percentage of Bachelor Degrees Granted
by State Universities, State Agricultural Col-
leges, Teacher's Colleges, Other Colleges.

Institution	Number	Percentage
State Universities	14	8.18
State Agricultural Colleges	11	6.44
Teacher's Colleges	67	39.18
Other Colleges	79	46.2

Institution Granting Bachelor Degrees.

The 175 superintendents included in this study hold 171 Bachelor degrees. Fourteen or 8.18 per cent of these degrees were granted by state universities. Eleven or 6.44 per cent were granted by State Agricultural Colleges. Sixty seven or 39.18 per cent were granted by Teacher's Colleges. Seventy nine or 46.2 per cent were granted by colleges which are not state supported institutions.

The Institutions Granting Undergraduate Degrees
are Given in the Following Tabulation.

K.S.T.C. Emporia	27
K.S.T.C. Pittsburg	16
K.S.T.C. Hays	15
McPherson College	13
Kansas University	12
K.S.A.C. Manhattan	11
Sterling College	9
Baker University	7
Wichita University	7
Kansas Wesleyan	6
Southwestern College	6
College of Emporia	5
Bethany	4
Ottawa University	3
Friend's University	3
Teacher's College (Springfield Mo.)	3
Bethel College	3
Campbell College	2
Phillips University	1
Union College	1
Washburn College	1

Park College	1
William Jewell	1
Nebraska University	1
Y.M.C.A.	1
Missouri Wesleyan	1
Teacher's College (Kirksville Mo.)	1
Beloit College	1
Central Wesleyan	1
Illinois University	1
Ohio Wesleyan	1
Kansas City University	1

Number of superintendents not answering five.

Five gave only K.S.T.C.

One superintendent holds two undergraduate degrees.

Table XVI.

Number of Semester Hours of Undergraduate Work
in Education Acquired by the Superintendents
in this Study.

Semester Hours	Fs
60-65.	1
55-60.	0
50-55.	2
45-50.	2
40-45.	8
35-40. , . . . .	.13
30-35. . . . .	.22
25-30. . . . .	.19
20-25. . . . .	.40
15-20. . . . .	.35
10-15.	0
5-10.	2
0-5	7

True Range. 0-65

Median 23.94

Q_3 33.69

Q_1 19.11

Ten superintendents did not remember the number of semester hours, and fourteen did not make their answer clear.

Undergraduate Work in Education

The number of semester hours of undergraduate work in education acquired by the 151 superintendents in this study answering this question clearly, have a range of 0-65, with a median of 23.94 hours. Twenty five per cent of these superintendents have less than 19.11 hours and twenty five per cent have more than 33.69 hours of undergraduate work in education. Fifty per cent of these superintendents have undergraduate work in education ranging from 19.11 to 33.69 semester hours.

Number of Semester Hours of Graduate Work
in Education Acquired by the Superinten-
dents in this Study

Semester Hours	Fs
40-45. . . . .	.3
35-40. . . . .	.4
30-35.	13
25-30.	7
20-25.	11
15-20.	13
10-15.	11
5-10.	23
0-5	88

True Range 0-45

Median 4.92

Q_3 17.98

Q_1 2.46

Graduate Work in Education

The number of semester hours of graduate work in education acquired by the 173 superintendents answering this question have a true range of 0-45 hours, with a median of 4.92 hours. Twenty five per cent have less than 2.46 hours and twenty five per cent have more than 17.98 hours of graduate work in education. Fifty of these superintendents have acquired graduate work in education ranging from 2.46 to 17.98 hours.

Number and Percentage of Superintendents in
this Study Holding Life or Three Year State
Teaching Certificates.

<u>Certificate</u>	<u>Number of Superintendents</u>	<u>Percentage</u>
Life	156	89.65
Three years State	18	10.35
Number not answered	1	

Teaching Certificates

Of the 174 superintendents in this study reporting on this question 156 or 89.65 per cent hold Life Certificates. Eighteen or 10.35 per cent hold three years State Teaching Certificates.

Table XIX.

Estimate of the Per Cent of School Day used
for Teaching by the Superintendents In-
cluded in this Study.

Per Cent of School Day	Fs
90-100	3
80-90	4
70-80	17
60-70	33
50-60	41
40-50	10
30-40	28
20-30	21
10-20	13
0-10	5

True Range 0-100

Median 52.56

Q_3 64.01

Q_1 31.7

Per Cent of Day Spent in Teaching.

The per cent of the school day used for teaching by the 175 superintendents in this study ranges from 0-100 per cent, with a median of 52.56 per cent. Twenty five per cent of these superintendents spend less than 31.7 per cent and twenty five per cent spend more than 64.01 per cent of the school day teaching. Fifty per cent of these superintendents spend from 31.7 per cent to 64.01 per cent of the school day teaching.

Table XX.

Estimate of the Per Cent of School Day Used
for Supervision.

Per Cent of School Day	Fs
70-75	2
65-70	0
60-65	4
55-60	2
50-55	16
45-50	2
40-45	16
35-40	6
30-35	21
25-30	30
20-25	17
15-20	15
10-15	30
5-10	5
0-5	9

True Range 0-75

Median 26.92

Q₃ 38.54

Q₁ 14.96

Per Cent of Day Used in Supervision.

The per cent of the school day spent in supervising by the 175 superintendents in this study ranges from 0-75 per cent, with a median of 26.92 per cent. Twenty five per cent of the superintendents spend less than 14.96 per cent and twenty five per cent spend more than 38.54 per cent of the school day in supervising. Fifty per cent of these superintendents spend from 14.96 per cent to 38.54 per cent of the school day supervising.

Estimate of the Per Cent of School
Day Used for Office Work.

Per cent of School Day	Fr
60-65	3
55-60	0
50-55 . . . . .	.10
45-50	0
40-45	8
35-40 . . . . .	.10
30-35 . . . . .	.26
25-30 . . . . .	.32
20-25 . . . . .	.22
15-20 . . . . .	.22
10-15 . . . . .	.29
5-10	7
0-5	6

True Range 0-65

Median. 25.23

Q_3 32.58

Q_1 15.4

Time Spent for Office Work.

The per cent of the school day used for office work by the 175 superintendents in this study ranges from 0-65 per cent with a median of 25.23 per cent. Twenty five per cent of the superintendents spend less than 15.4 per cent and twenty five per cent spend more than 32.58 per cent of the school day for office work. Fifty per cent of the superintendents spend from 15.4 per cent to 32.58 per cent of the school day in office work.

Table XXII.

Estimate of the Per Cent of School Day Used
for Coaching Athletics.

Per cent of Day	Fs
25-30	1
20-25	9
15-20	9
10-15	19
5-10	4
0-5 . . . . .	.133

True Range 0-30

Median 3.21

Q_3 4.93

Q_1 1.64

Per Cent of Day Spent in Coaching
Athletics.

The per cent of the school day used for coaching athletics by the 175 superintendents in this study ranges from 0-30 per cent, with a median of 3.21 per cent. Twenty five per cent of the superintendents spend less than 1.64 per cent and twenty five per cent spend more than 4.93 per cent of the school day coaching athletics. Fifty per cent of these superintendents spend from 1.64 per cent to 4.93 per cent of the school day coaching athletics.

Table XXIII.

The Number of Educational Magazines to which
the Superintendents in this Study have
Access.

Number of Magazines	Number of Superintendents	Percentage of Superintendents
9	1	.57
8	1	.57
7	4	2.29
6	6	3.43
5	24	13.71
4	34	19.43
3	50	28.57
2	36	20.57
1	17	9.71
0	2	1.15

Range 0-9

Median 3.65

Q_3 4.77

Q_1 2.69

Number of Educational Magazines
Accessible.

The superintendents included in this study have access to thirty eight education magazines. The number of magazines to which any superintendent has access ranges from 0-9 magazines, with a median of 3.65 magazines. Twenty five per cent have access to more than 4.77 and twenty five per cent have access to less than 2.69 magazines. The number of educational magazines to which the middle fifty per cent of the superintendents in this study has access ranges from 2.69 to 4.77 magazines.

The number of superintendents having access to each of the following Educational Magazines as listed below:

Kansas Teacher	164
School Board Journal	98
School Executive Magazine	83
N.E.A. Journal	78
National School	49
School Review	31
Journal of Educational Research	8
Teaching	5
Technic	4
English Journal	4
Journal of Education	4
Elementary School Journal	4
Industrial Arts	3
High School Teacher	3
Primary Instructor	3
Normal Institute	2
Industrial Education	2
School and Society	2
Journal of Educational Psychology	2
Grade Teacher	2
School and Community	1
School Life	1

Social Science 1
Educational Digest 1
Teacher's College Record 1
Correct English 1
Loyola Digest 1
Vocational Education 1
Science and Mathematics 1¹
Administration and Supervision . 1
Historical Outlook 1
Research Bulletin N.E.A. 1¹
Public Service 1
Popular Education 1
Gleaner 1
Phi Delta Kappa 1¹
Modern Language 1
Readers Digest 1

Table XXIV.

Number and Per Cent of Superintendents who are
Members of Indicated Number of Educational
Organizations.

Number of Organizations	Number of Superintendents	Percentage
5	5	2.86
4	8	4.56
3	39	22.29
2	58	33.14
1	63	36.00
0	2	1.15

Range 0-5

Median 2.39

Q_3 3.21

Q_1 1.66

Membership in Educational Organizations.

The superintendents included in this study have membership in 23 educational organizations. The number in which any superintendent has membership ranges from 0-5, with a median membership in 2.39 educational organizations. The middle fifty per cent have membership in 1.66 to 3.21 educational organizations.

Number of superintendents in this study who are members of the Educational Organizations indicated:

Kansas State Teacher's Association	173
National Education Association	69
County Teacher's Association	43
Phi Delta Kappa	15
Red Red Rose	6
Pi Gamma Mu	6
Council of Administration	5
National High School Principal's Association	6
Parent-Teacher Association	3
Sunflower Research Club	3
Education Club	3
Department of Superintendence	3
County Superintendent's Club	2
State Principal's Association	2
National Chemistry Society	1
N.W. Conference of Consolidated School	1
Vocational Arts	1
Kansas Education	1
Kansas Academy of Science	1
Kansas Association of Mathematics Teacher's	1
School Masters Club	1
S.W. Conference of Administration of Consolidated Schools	1
State Commercial Teacher	1

Table XXV.

The Superintendents Included in this Study Who
Have Their Majors and Minors in the Fields
Indicated.

	Undergraduate		Graduate	
	Major	Minor	Major	Minor
Social Science	46	42	9	16
Education	47	40	78	14
Physical Science	39	35	9	49
English	10	15	1	1
Mathematics	9	19	1	4
Manual Arts	9	7		
Language	8	7		1
Psychology	4	3	3	13
Not Answering	3	7		

Major and Minor Fields.

Under-graduate major and minor fields.

Forty eight superintendents have their major and forty two have minor in the field of social science. Forty seven have their major and forty have their minor in education. Thirty nine have their major and thirty five have their minor in physical science. Ten have their major and fifteen have their minor in English. Nine have their major and nineteen have their minor in mathematics. Nine have their major and seven have their minor in language. Four have their major and three have their minor in psychology.

Graduate major and minor fields.

Nine superintendents have their major and eighteen have their minor in social science. Seventy eight have their major and fourteen have their minor in education. Nine have their major and nine have their minor in physical science. One has his major and one has his minor in English. One has his major and four have their minor in mathematics. Three have their major and thirteen have their minor in psychology.

The Time During Their Career When the Superintendents
in this Study Decided to Follow Educational Work
as a Life's Profession.

		Per Cent
Before entering college	48	28.23
First year	30	17.64
Second year	17	10
Third year	38	22.23
Fourth year	28	16.47
After leaving college	7	4.11
Do not remember	2	1.14
Not answering	5	2.86

Time Upon Deciding to Enter Educational
Work.

Forty eight or 28.23 per cent of the superintendents included in this study had decided to follow educational work as a life's profession before entering college. Thirty or 17.64 per cent decided during their first year of college. Seventeen or 10 per cent decided during their second year of college. Thirty eight or 22.34 per cent during their third year. Twenty eight or 16.47 per cent during their fourth year. Seven or 4.11 per cent decided after leaving college. Two or 1.14 did not remember at what time they made their decision.

Table XXVII.

Number of Year's the Superintendents in this
Study Have Been in Their Present Position.

Number of Years	Fs
22-24	1
20-22	0
18-20	0
16-18	0
14-16	2
12-14	0
10-12	4
8-10	8
6-8 . . . . .	.14
4-6 . . . . .	.26
2-4 . . . . .	.69
0-2 . . . . .	.50

True Range 1-24

Median 3.07

Q_3 4.88

Q_1 1.74

Tenure.

The number of years the superintendents in this study have been in their present position ranges from 1-24 years, with a median of 3.07 years. Twenty five per cent of the superintendents have been less than 1.74 years and twenty five per cent have been more than 4.88 years in their present position. Fifty per cent of the superintendents have been in their present position from 1.74 years to 4.88 years.

Table XXVIII.

Yearly Salaries of the Superintendents Included
in this Study.

Yearly Salaries	Fs.
3600-3900.	3
3300-3600.	0
3000-3300.	8
2700-3000. . . . .	.17
2400-2700. . . . .	.40
2100-2400. . . . .	.43
1800-2100. . . . .	.47
1500-1800.	7
1200-1500.	3
True Range	1350-3900
Median	2288.37
Q ₃	2595.00
Q ₁	2004.25

Data not given by seven superintendents on report blank
to State Superintendent of Public Instruction.

Salaries.

Of the 168 superintendents included in this study have yearly salaries ranging from \$1,350 to \$3,800 with a median salary of \$2,288.37. Twenty five per cent of these superintendents have a salary less than \$2,004.25 and twenty five per cent have a salary of more than \$2,595.00. Fifty per cent of the superintendents have a yearly salary ranging from \$2,004.25 to \$2,595.00.

Table XXIX.

Number of Superintendents Included in this Study
Intending to Follow the Educational Fields
Indicated.

Administration	124.	71.26
Supervision	1.	.57
Teaching	8.	4.59
Administration and Supervision	10.	5.75
Administration and Teaching	6.	3.45
Administration, Supervision and Teaching	3.	1.73
Undecided	8.	4.59
Other than educational fields. . . .	14.	8.04
Not answering	1.	

Plans.

Of the 174 superintendents included in this study reporting on this question, 124 or 71.26 per cent plan to follow administration work in education as a life profession. One or .57 per cent supervision. Eight or 4.59 per cent teaching. Ten or 5.75 per cent administration and teaching. Three or 1.72 per cent administration, supervision and teaching. Eight or 4.59 per cent are undecided as to their plans. Fourteen or 8.04 per cent plan to enter fields other than education.

Chapter IV.

Summary of Findings.

Number of years teaching experience the 175 superintendents included in this study have in the following schools:

	Range	Median	Q ₃	Q ₁
Rural grade school	0-26 yrs.	1.45 yrs.	2.55 yrs.	.72 yrs.
Elementary grade school	0-11 "	.62 "	.92 "	.31 "
Junior high school	0-6 "	.55 "	.83 "	.28 "
Senior high school	0-22 "	3.46 "	7.03 "	1.48 "

Number of years experience the 175 superintendents included in this study have as principal of the following schools:

	Range	Median	Q ₃	Q ₁
Rural grade school	0-8 yrs.	.52 yrs.	.79 yrs.	.26 yrs.
Elementary grade school	0-11 "	.6 "	.87 "	.3 "
Junior high school	0-10 "	.55 "	.83 "	.27 "
Senior high school	0-22 "	2.61 "	5.25 "	1.19 "

Number of years experience the 175 superintendents included in this study have as superintendents of the following schools.

	Range	Median	Q ₃	Q ₁
Consolidated high school	0-12	.66	.99	.33
High school third class city	0-30	3.49	7.93	1.48
High school second class city	0-12	.52	.78	.26

The 175 superintendents included in this study have been in attendance in a college ranging from 40-200 weeks, with a median attendance of 150.07 weeks. Their attendance in a graduate school ranges from 0-80 weeks with a median attendance of 9.61 weeks.

*

Number and per cent of the 170 superintendents included in this study holding the following degrees:

<u>Degrees</u>	<u>Number</u>	<u>Per Cent</u>
B.S.	85	50
A.B.	84	49.92
Ph.B	2	1.17
M.A.	17	10.
M.S.	7	4.12
M.Ed.	1	.59

* Number of superintendents not answering five.

Of the 174 ^{*}superintendents included in this study answering this question, one hundred fifty six or 89.65 per cent hold life certificates and 18 or 10.35 per cent hold three year teaching certificate.

* Not answering one.

Per cent of the school day used by the superintendents included in this study in performing the following duties:

	Range	Median	Q ₃	Q ₁
Teaching	0-100%	52.56%	64.01%	31.7%
Supervision	0-75%	26.92%	38.54%	14.96%
Office work	0-65%	25.23%	32.58%	15.4%
Coaching Athletics	0-30%	3.11%	4.93%	1.64%

Number and percentage of bachelor degrees granted by the different types of colleges and universities to the superintendents in this study.

	<u>Number</u>	<u>Percentage</u>
State Teachers Colleges	67	39.18
State Universities	14	8.18
State Agricultural Colleges	11	6.44
Colleges, other than state supported institutions	79	46.2

*
The 151 superintendents answering this question have acquired undergraduate work in education ranging from 0-65 semester hours, with a median of 23.94 semester hours. They have acquired graduate work in education ranging from 0-45 semester hours with a median of 4.92 semester hours.

* Ten superintendents did not answer and fourteen misinterpreted the question.

The superintendents included in this study have access to 38 educational magazines. The largest number of magazines accessible to any superintendent is 9 and the median number of educational magazines accessible is 3.65 magazines.

The superintendents included in this study are members of 23 educational organizations. The largest number in which any superintendent is a member is 6 and the median is 2.39 educational organizations.

^{.x.}
The tenure of the 174 superintendents included in this study ranges from 1-24 years with a median tenure of 3.07 years.

.x. Not answering one.

-i-
The yearly salaries of the 168 superintendents in this study ranges from \$1,350 to \$3,800 with a median salary of \$2,288.37.

-i- Information regarding the salaries of seven superintendents was not on record in the office of State Superintendent of Public Instruction.

From the facts secured in this study one is able to characterize the median Superintendent of Schools of a Third Class City as follows:

I. Teaching experience

Class room teacher

Rural grade school 1.45 years

Elementary grade school .62 years.

Junior high school .55 years.

Senior high school 3.46 years.

II. Principal

Rural grade school .52 years.

Elementary grade school .6 years.

Junior high school .55 years.

Senior high school 2.61 years.

III. Superintendent

Consolidated high school .66 years.

Third class city high school 3.49 years.

Second class city high school .52 years.

IV. Academic and Professional Training

Attended 150.07 weeks. Has bachelor's degree.

Attended Graduate school 9.61 weeks.

Has 23.94 semester hours of undergraduate work, and 4.92 semester hours of graduate work in Education.

He holds a life certificate.

Divides his school day as follows:

Teaching 52.56 per cent

Supervision 26.92 per cent

Office work 25.23 per cent

Coaching athletics 4.93 per cent

He has access to 3.65 educational magazines and is a member of 2.39 educational organizations. He has been in his present position 3.07 years and receives a yearly salary of \$2,288.37.

BIBLIOGRAPHY

1. Allen, George Jr., "Kansas Educational Directory"
1928-29, Topeka Kansas.

"Elementary School Journal"
Vol. 21, No. 3, November 1920.
P.P. 161-162.
2. Benner, T. E. "Training and Experience of New
England School Superintendents"
American School Board Journal
March 1924, Page 55.
3. Coffman, Lotus D. "The Social Composition of the
Teaching Population"
Teacher's College, Columbia
University, New York City.
4. Cubberley, "The Principal and his High
School" P.P. 20-23.
5. Cubberley, "Public School Administration"
P.P. 131-133.
6. Douglas, Bennet "The Status of the Superintendent"
Department of Superintendence
First Year Book, February 1923.
7. Ferriss, "Rural High School Survey of
New York State. Page 105.
8. Truitt, W.J.B. "Distributing the Principal's
Time"
School Executive Magazine (48)
July 1929, P.P. 498-499.
9. McClure, "The Function of the Elementary
School Principal"
Elementary School Journal
Vol. 21, March 1921, PP 500-514.

10. "The Principal in a Program of Supervision"
Research Bulletin N.E.A. Vol. 7, No. 5.
P.P. 288-289-297.
11. U.S. Bureau of Education Bulletin
1922, No. 2,
Administration of Schools in Smaller Cities
P.P. 41-43.

Appendix

- A. Personal Letters and Questionnaire
- B. List of Third Class Cities Whose Superintendents
of Schools Contributed to this Study.

845 Arkansas Street
Lawrence Kansas
November 4, 1929

Superintendent of Schools

Dear Sir:

As Superintendent of Schools in a third class city for the past four years I became interested in a study concerning administrators of similar schools.

During the present year while in attendance at the University of Kansas I am attempting to carry out this study which can only be made possible by your assistance. Therefore, I am asking you to cooperate by answering the enclosed questions and returning the questionnaire at your earliest convenience.

The data secured will be used in an entirely impersonal way and for strictly scientific purposes.

Your immediate cooperation will be greatly appreciated.

Very sincerely yours,

HC:MR

Howard Guer

November 23, 1929

Superintendent of Schools

Dear Sir:

On November fourth an inquiry blank like the enclosed copy was mailed to superintendents of third class cities of Kansas. To date replies have been received from 67 per cent of the superintendents to whom the sheets were sent.

I have not received your reply and am anxious to get as complete a return as possible.

A study of this kind, in order to be representative, should include practically all the schools concerned.

Will you kindly check and see whether you have returned your copy of the questionnaire.

If your copy has been sent in please write "yes" on this letter and return it with your signature. If you have not sent in your copy with the desired information, please fill in the attached form and return at once.

Thank you.

Yours very truly,

HC:MR

Howard Guer

Inquiry Blank to Superintendents of Schools of Cities of the Third Class of Kansas.

I. Indicate the number of years you have taught full time as a class-room teacher previous to this year in each of the following:

- | | |
|------------------------------------|------------------------------------|
| 1. Rural Grade School _____ years. | 2. Elementary Grades _____ years. |
| 3. Junior High School _____ years. | 4. Senior High School _____ years. |

II. Indicate the number of years of experience you have had as Principal in each of the following:

- | | |
|------------------------------------|------------------------------------|
| 1. Rural Grade School _____ years. | 2. Elementary Grades _____ years. |
| 3. Junior High School _____ years. | 4. Senior High School _____ years. |

III. Indicate the number of years of experience you have had as Superintendent in each of the following:

A. County Supt. of Schools _____ years.

B. High School:

- | | |
|----------------------------------|-----------------------------------|
| 1. First Class City _____ years. | 2. Second Class City _____ years. |
| 3. Third Class City _____ years. | 4. Consolidated _____ years. |

IV. Indicate the number of weeks you have attended the following (count 36 weeks as one full year):

- | | |
|--|---------------------------------|
| 1. University or 4-year College _____ weeks. | 2. Normal School _____ weeks. |
| 3. Junior College _____ weeks. | 4. Graduate School _____ weeks. |

V. Give the following information in regard to degrees held:

Degree	Institution granting degree	Year Granted
_____	_____	_____
_____	_____	_____

VI. Indicate your undergraduate Major _____ Minor _____

Graduate Major _____ Minor _____

VII. Give total number of semester hours or quarter hours you have in professional training in education:

- | | |
|---|---------------------|
| 1. Undergraduate work, Semester hours _____ | Quarter hours _____ |
| 2. Graduate work, Semester hours _____ | Quarter hours _____ |

VIII. What type of certificate do you hold? _____

Page 2

IX. Give an estimate of the percentage of each school day you spend in each of the following activities:

- | | |
|-------------------------------|--------------------------------------|
| 1. Teaching _____ per cent | 2. Supervision _____ per cent |
| 3. Office Work _____ per cent | 4. Coaching Athletics _____ per cent |

X. Check the following educational organizations of which you are a member and write in others not listed.

- | | |
|-----------------------------------|--------------------------------------|
| 1. National Education Association | 2. Kansas State Teachers Association |
| 3. _____ | |
| 4. _____ | |
| 5. _____ | |

XI. Check the following educational periodicals to which you have access and add any others not listed.

- | | |
|--|------------------------------|
| 1. Journal of the National Education Association | 2. Kansas Teacher |
| 3. School Board Journal | 4. School Executive Magazine |
| | 5. Nation's School |
| 6. School Review | |
| 7. _____ | 8. _____ |
| 9. _____ | 10. _____ |

XII. State number of years in present position including this year. _____ years.

XIII. At what time in your college career did you decide to take up teaching as a profession?

XIV. Do you intend to follow educational work as a life profession? _____ If so, in which of the following fields?:

- | | | |
|-------------------|----------------|-------------|
| 1. Administration | 2. Supervision | 3. Teaching |
|-------------------|----------------|-------------|

Remarks:

Alma	Edwardsville	Lakin
Altavista	Elgin	Lamont
Andover	Ellis	Lane
Arma	Elk City	Lebanon
Arnold	Ellsworth	Lehigh
Ashland	Elmdale	LeRoy
Alden	Elmo	Lewis
Alexander	Elsmore	Little River
	Elwood	Lincoln
Baldwin	Englewood	Long Island
Barnes	Edna	Lucas
Bartlett	Edson	Luray
Blue Mound	Elk Falls	Lyndon
Buffalo		Longton
Burden	Fowler	
Burr Oak	Frankfort	McCracken
Burton		McCune
Brewster	Galsburg	
	Galva	Madison
Canton	Gem	Mankato
Canerio	Geneva	Marguette
Cedarvale	Genda Springs	Medicine Lodge
Centralia	Greley	Median
Cheney	Grenola	Minneola
Claflin	Gypsum	Moline
Clearwater		Moran
Clyde	Halstead	Morganville
Coldwater	Hanover	Morrill
Cedar Point	Havana	Mound City
Clements	Hillsboro	Moundridge
Coolidge	Howard	Mound Valley
Conway Springs	Hudson	Mulvane
Courtland	Holcomb	Munden
Cuba		Muscotah
	Isabel	Macksville
Deerfield		Maize
Delphos	Jennings	Mulford
Derby	Jamestown	Monument
Dexter		Morehead
Douglas	Kackley	
Downs	Kanapolis	Natoma
Dresden	Kensington	Neal
Durham	Kenerado	Ness City
	Kiowa	Netawaka
	Kingsdown	Neosho Falls
		Nortonville

Oakley
Oketo
Olivet

Philipsburg
Pleasanton
Potwin
Prairie View
Princeton
Protection
Penalosa
Peru
Plains

Quenemo

Republic
Rosalia
Rose Hill
Rozel
Radium
Reford
Riverton
Russell

St. John
St. Mary's

Scottsville
Sedan
Sedgwick
Smith Center
Spearville
Speed
Stafford
Stockton
Shallow Water

Talmadge
Tampa
Thayer
Towanda
Turner

Udall

Valley Center
Vermillion
Viola
Vesper

Waldo
Wallace
Washington
Walton
Waterville
Welborn
West Mineral
Wilson
Walnut
Weskan
Winona